



EDUCATIONAL POLICIES COMMITTEE AGENDA

2 December 2021

3:00 – 4:00 p.m.

Old Main – Champ Hall ([Zoom](#))

Agenda

1. **Approval of [4 November 2021 Minutes](#).**

2. **Subcommittee Reports**

a. **Curriculum Subcommittee** (*Matthew Sanders*)

Course Approvals – 91

Program Proposals

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a [Drafting Design Certificate of Proficiency](#).

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer a [Bachelor of Science in Environmental Planning](#).

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer a [Minor in Environmental Planning](#).

Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer an [Ornamental Horticulture Certificate of Completion](#).

Request from the Department of Human Development and Family Studies in the Emma Eccles College of Education and Human Services to [discontinue the Bachelor of Science in Family Life Studies degree](#).

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles College of Education and Human Services and USU Eastern to [update the Certificate of Proficiency for the Aggies Elevated program and allow students at USU Eastern to receive the Integrated College and Community Studies Certificate](#).

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create the [new Analytics Solutions Center](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to [rename the emphasis in Operations Management to Operations and Supply Chain Management](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to rename the Minor in Operations Management to the [Minor in Operations and Supply Chain Management](#).

b. Academic Standards Subcommittee (Renee Galliher)
Minutes – No meeting.

c. General Education Subcommittee (Lee Rickords)
[Minutes](#) – November 16, 2021

3. Other Business

Adjourn:



EDUCATIONAL POLICIES COMMITTEE MINUTES

4 November 2021

3:00 – 4:00 p.m.

Old Main – Champ Hall (Zoom)

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Richard Walker, Caine College of the Arts
Sterling Bone, Jon M. Huntsman School of Business
Scott Budge, College of Engineering
Matt Sanders, College of Humanities and Social Sciences and Curriculum Subcommittee Chair
Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Renee Galliher, Academic Standards Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Lee Rickords, General Education Subcommittee Chair

Absent: David Feldon, Emma Eccles Jones College of Education and Human Services
Jason Marshall, USU Eastern
Porter Casdorff, USUSA Executive Vice President
Niyonta Chowdhury-Magana, Graduate Studies Senator
Harrison Kleiner, GE Assessment
Lucas Stevens, President USUSA

Guests: N/A

1. **Approval of 6 October 2021 Minutes.**

Minutes approved as distributed.

2. **Subcommittee Reports**

a. **Curriculum Subcommittee (Matthew Sanders)**

Motion to approve the Curriculum Subcommittee report made by Matt Sanders.

Seconded by Robert Heaton. Report approved.

Course Approvals – 109

Program Proposals

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [offer an Additive Manufacturing Certificate of Proficiency](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a [Certificate specifically targeted toward Career and Technical Education \(Career and Technical Education Teach Academy\)](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [offer a Welding Technology Certificate of Proficiency](#).

Request from the Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology, Communication Studies and Philosophy, History, Political Science, Social Work, Sociology and Anthropology, and Management in the Emma Eccles Jones College of Education and Human Services, Jon M. Huntsman School of Business and the College of Humanities and Social Sciences to [offer an Institutional Certificate of Proficiency in Conflict Management and Facilitation](#).

Request from the Department of English in the College of Humanities and Social Sciences to add [a specialization to the existing MA/MS in English that will be titled "Literature, Culture, and Composition"](#).

Request from the Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Political Science, and Social Work, Sociology and Anthropology in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to [offer a Certificate of Proficiency in Leadership and Diplomacy](#).

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to [offer a Master of Science in Composite Materials and Structures](#).

Request from the President's Office and the Office of Research at Utah State University to [establish the Institute for Land, Water, and Air](#).

b. Academic Standards Subcommittee (Renee Galliher)

Motion to approve the Academic Standards Subcommittee report made by Renee Galliher. Seconded by Mateja Savoie Roskos. Report approved. Amendment to remove the second paragraph on the email communication policy made by Richard Cutler. Seconded by Matt Sanders. Approved unanimously.

Minutes – [October 14, 2021](#)

c. General Education Subcommittee (Lee Rickords)

Minutes – No meeting (nothing to report).

3. Other Business

N/A

Adjourn: 3:40 pm



EDUCATIONAL POLICIES COMMITTEE MINUTES

6 October 2021

3:00 – 4:00 p.m.

Old Main – Champ Hall (Zoom)

Minutes

Present: Paul Barr, Chair, Provost's Office
Richard Walker, Caine College of the Arts
Sterling Bone, Jon M. Huntsman School of Business
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Matt Sanders, College of Humanities and Social Sciences and Curriculum Subcommittee Chair
Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Renee Galliher, Academic Standards Chair
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Niyonta Chowdhury-Magana, Graduate Studies Senator
Fran Hopkin, Registrar's Office
Toni Gibbons, Registrar's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences

Absent: Jason Marshall, USU Eastern
Porter Casdorff, USUSA Executive Vice President
Michele Hillard, Secretary
Harrison Kleiner, GE Assessment
Lucas Stevens, President USUSA

Guests: N/A

I. **Approval of 2 September 2021 Minutes.**
Minutes approved as distributed.

II. **Subcommittee Reports**

a. **Curriculum Subcommittee** (Matthew Sanders)
*Motion to approve the Curriculum Subcommittee Report made by Matt Sanders.
Seconded by Renee Galliher. Report approved.*

*Course Approvals – 126 – Held IOGP and POLS 4850. Will be reviewed next month.
Changed five LAEP courses from inactive to deletions.*

Program Proposals

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a [Certificate of Advanced Practice in Dietetics](#).

Request from the Department of Social Work in the College of Humanities and Social Sciences to [establish the Transforming Communities Institute](#).

b. Academic Standards Subcommittee (Renee Galliher)

Minutes – No meeting/report.

Followed up on the conversation about the catalog change in regards to University initiated leave. Received great feedback, cleaned it up and sent to Krysten Deschamps, in Student Affairs and let them know that it was approved by the EPC. There are several items on the agenda for this month. A question has come up regarding the graduate post-humous degree. USU wants to look at the right timeframe/window for families to receive the post humous degree for graduate students. The institution also wants to be sensitive to the idea that this is goodwill gesture and that families are not upset about receiving it on behalf of their student. The question was asked if the university should look at the percentage of completion for the degree? Upon the death of a student the Provost's Office will make the determination if a post-humous degree/certificate should be given. This will be done in consultation with the college, department head and advisor. The registrar's office has a concern with giving a degree if they are not close enough to graduate. Could these be listed as an "honorary degree"? If a student is under the credit/percentage threshold the award would be a certificate. Should we ask the family if they would like a certificate or honorary degree for their student? The wording on the certificate needs to be more appreciation than completion. Typically, an honorary degree is given at commencement should we use the same wording for a student who has passed away? These discussions will continue.

c. General Education Subcommittee (Lee Rickords)

Motion to approve the General Education Subcommittee Report made by Lee Rickords. Seconded by Renee Galliher. Report approved.

Minutes – [21 September 2021](#)

This was the first general education meeting of the new academic year. Harrison Kleiner brought up the language regarding quantitative literacy. The committee engaged in a lengthy discussion (see report). They are looking at changing language with Math 1050 as a prerequisite. Making sure that the catalog language is stating what really needs to occur. Rewriting, with USHE, the R470 for the state. USU will probably have to increase the number of credits required for general education. Looking at what the policy will dictate but anticipating that we will need to increase our credits. It is highly unlikely that USHE will let us continue what we're doing. This update will help with the seamless transfer of credits from one institution to another. Traditionally general education has been completed during the freshman and sophomore degree. These changes may cause problems with some of the colleges/departments.

III. Other Business

N/A

Adjourn: 3:49 pm



EDUCATIONAL POLICIES COMMITTEE MINUTES

2 September 2021

3:00 – 4:00 p.m.

Old Main – Champ Hall (Zoom)

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Richard Walker, Caine College of the Arts
Sterling Bone, Jon M. Huntsman School of Business
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Matt Sanders, College of Humanities and Social Sciences and Curriculum Subcommittee Chair
Dan Coster, College of Science
Renee Galliher, Academic Standards Chair
Lee Rickords, General Education Subcommittee Chair
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Porter Casdorff, USUSA Executive Vice President
Fran Hopkin, Registrar's Office
Toni Gibbons, Registrar's Office

Absent: Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
Michele Hillard, Secretary
Harrison Kleiner, GE Assessment
Lucas Stevens, President USUSA
Shana Geffeney, Statewide Campuses
Jason Marshall, USU Eastern
Niyonta Chowdhury-Magana, Graduate Studies Senator

Guests: N/A

I. **Approval of 1 April 2021 Minutes.**

Motion to approve the 1 April 2021 minutes made by Scott Budge. Minutes approved as distributed..

II. **Subcommittee Reports**

a. **Curriculum Subcommittee (Matthew Sanders)**

Motion to approve the Curriculum Subcommittee report made by Matt Sanders.

Seconded by Robert Heaton. Report approved.

Course Approvals – 80

Program Proposals

Request from Career Services in the Office of the Executive Vice President and Provost to [change the name from Career Services to Career Design Center](#).

b. Academic Standards Subcommittee (Renee Galliher)

Motion to approve the Academic Standards Subcommittee report made by Sterling Bone. Seconded by Richard Cutler. Report approved

Minutes – [March 11, 2021](#)

Language on Post Humous degrees will be something that the Academic Standards Subcommittee will be looking at in October. The effort is to make the process smoother. If the student would have completed their degree on time it will now be automatically awarded rather than the family having to request it.

Was the wording approved for the involuntary withdrawal? Went back and did some clean up of the language. Academic Standards approved the language by electronic vote. Renee Galliher will double check on the language to make sure it is accurate and up to date. She will circulate the final wording to the EPC Committee and ask the USUSA representative for any suggestions/recommendations.

c. General Education Subcommittee (Lee Rickords)

Motion to approve the General Education Subcommittee report made by Richard Walker. Seconded by Mateja Savoie Roskos. Report approved.

Minutes – [April 20, 2021](#)

Had a significant discussion on General Education assessment plan. Harrison Kleiner is working on that and will have an update for the Gen Ed committee in a couple of weeks.

III. Other Business

Registrar's review of impact reports – Toni Gibbons | Fran Hopkin

A year and a half ago the Registrar's Office pulled together a group that would look at academic courses and do an in-depth review of every one of the semester course approval forms. In the past they had been looking at these requests in silos and not looking at them all together. The group found that these problems can be detrimental to student completion. Previously they had been spending hours to make sure that the reports and requests were correct. Everyone felt that these issues should not have to come to the Curriculum Committee but should be looked at and corrected or collaborated on in advance. The registrar has seen a benefit using this shared information. This summer the group went to Matt Sanders and Paul Barr to talk to them about the problem. It became apparent that no one was looking at or reviewing the impact reports. Instead of just cutting and pasting the impact report it is recommended that the individual explain what the impacts are. This information should be reviewed at the college curriculum committees before it is moved on the university level committees. It is incumbent on those colleges/departments who see a problem with the impact report to work it out with all those affected or impacted. The Registrar's Office will compile a spreadsheet of deletions, deactivations, or course number changes. This information will be great to share with the department heads. The spreadsheet will not be sent out until after the agenda is completed and sent. Colleges and departments can also reach out and collaborate on the changes. This will help keep the catalog and Degree Works accurate and up to date

Graduate Studies Update – Richard Cutler

COVID was a big issue for the Office of Graduate Studies. Surveyed the students to see what concerns they had. On the third survey it appeared that approximately 40% of the students were struggling with mental health. The office immediately started working on resources and ways to help the students with this issue. Held a town hall meeting and brought in CAPS to let the students know what resources are available. Strongly encouraged the students to utilize all resources. Followed up with numerous emails to the students. Distributed approximately \$1.3M of CARES 2 funding to help support graduate students. The feedback received was very positive regarding the funding. Working on making the graduate experience transparent. Provost Galey has convened a working group to look at graduate studies. the group includes members from various campuses and all colleges. Hope to make recommendations, by February, to a larger working group that President Cockett has established. Any questions or concerns can be forwarded to Richard Cutler. President Cockett has asked that Graduate Studies get a handle on teaching assistants since the loads vary across the different units. She asked graduate studies to take a deep dive into departmental regulations regarding qualifying examinations and defenses as most of these decisions belong with the departments. Will work with the Graduate Council to develop a bona fide appeals process for students that is clearly laid out. Brought on a new communications and marketing person. Immediate task is to have them look at the website and come up with recommendations on how to streamline and revise the website. Going to start from scratch on the site. Ambitions for marketing goes beyond the website. The modern field of media, i.e., Facebook is something that they will be looking at. Keep the Registrar's Office informed of information that needs to be in the university catalog.

Are there recruiting efforts for bringing in international/regional graduate students? There is currently a problem with international students getting into the United States. Working closely with Office of Global Engagement on this issue. Graduate Studies would like to partner with the colleges/departments to see what can be done to recruit students into graduate programs.

Adjourn: 4:00 pm



EDUCATIONAL POLICIES COMMITTEE MINUTES

1 April 2021

3:00 – 4:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Fran Hopkin, Registrar's Office
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Lucas Stevens, USUSA Executive Vice President
Michele Hillard, Secretary
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Toni Gibbons, Registrar's Office
Jason Marshall, USU Eastern
Jessica Hansen, AIS

Absent: Alex Braeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Matt Sanders, College of Humanities and Social Sciences

Guests: N/A

Approval of [4 March 2021 Minutes](#)

Minutes approved as distributed.

1. Subcommittee Reports

a. Curriculum Subcommittee (Nicholas Morrison)

*Motion to approve the Curriculum Subcommittee report made by Richard Cutler.
Seconded by Dan Coster. Report approved.*

Course Approvals – 45

Program Proposals

Request from the Academic Instructional Services to [create a Student Money Management Center](#).

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to [create a Community Development Economics Minor](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [change the CIP Code for the BS Aviation Technology-Professional Pilot degree from 49.0102 to 49.0101](#).

Request from the Department of Computer Science in the College of Science to [discontinue the Computer Science MS Plan C degree program](#).

Elected Matt Sanders as the new Curriculum Subcommittee chair for the 2012-2022 AY.

b. Academic Standards Subcommittee (Renee Galliher)

Motion to approve the Academic Standards Subcommittee made by Sterling Bone. Seconded by Richard Cutler. Report approved.

Approving only the first and third proposal. Academic Standards will be looking for an electronic vote from the EPC on item #2 before the September EPC meeting.
[Minutes](#) – 11 March 2021

c. General Education Subcommittee (Lee Rickords)

Motion to approve the General Education Subcommittee report made by Lee Rickords. Seconded by Richard Cutler. Report approved.

[Minutes](#) – 16 March 2021

2. Other Business

Communication Intensive [Outcomes – Rubrics - Narrative](#)

Subcommittee went through the Communications Intensive rubrics to make sure that milestones are being met (see links above). Will need to train the faculty to ensure they are teaching their courses utilizing these rubrics and meeting the milestones.

EPC/Curriculum Handbook Updates

Task force is working on the handbook and met recently. The handbook is approximately 44 pages long. The handbook refers to Utah System of Higher Education code, faculty code and provides definitions of the committees. The question is, "How do we make this useful for the end user and how do we insure that it is always current and updated"? The proposal was made to provide a document that would have hyperlinks and streamlined resources that would allow the individual to find the information more quickly. Working on a more ambitious revision of the handbook. Will provide a review of the work at the first meeting of the 2021-2022 academic year.

Educational Policy Committee Chair Nominations

Open for nominations – Nick Morrison nominated Paul Barr to continue as EPC chair.
Motion to have Paul Barr remain as the Educational Policies Committee chair made by Nick Morrison. Seconded by Sterling Bone. Nomination was unanimous.

Adjourn: 3:42 pm



EDUCATIONAL POLICIES COMMITTEE MINUTES

4 March 2021

3:00 – 4:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Michele Hillard, Secretary
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Toni Gibbons, Registrar's Office
Jason Marshall, USU Eastern

Absent: Alex Braeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Lucas Stevens, USUSA Executive Vice President
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Fran Hopkin, Registrar's Office

Guests: Jessica Hansen, AIS

I. **Approval of [4 February 2021 Minutes](#)**

Minutes approved as distributed.

II. **Subcommittee Reports**

a. **Curriculum Subcommittee** (Nicholas Morrison)

*Motion to approve the Curriculum Subcommittee report made by Richard Cutler.
Seconded by Lee Rickords. Report approved.*

Course Approvals – 24

Program Proposals

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences requests approval to [offer a Nail Technician Certificate of Proficiency](#).

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences requests approval to [change the name of the Institute for Social Science Research on Natural Resources to Community and Natural Resources Institute](#).

Course descriptions have been updated in the catalog. There are now [course descriptions](#) for all courses. All descriptions were approved by the Curriculum Subcommittee. Electronic vote passed unanimously.

b. Academic Standards Subcommittee (Renee Galliher)

Minutes – No Meeting (nothing to report)

Several items for next week's agenda and will have a report for the April meeting.

c. General Education Subcommittee (Lee Rickords)

Minutes – [February 16, 2021](#)

Motion to remove the Communications rubrics from the General Education report made by Lee Rickords. Seconded by Robert Heaton. Communication rubrics proposal removed.

III. Other Business

Curriculog has been shutdown and will reopen the first week of July. Any R401 proposal changes should be started in July or August so they can be approved for the following fall semester.

A small working group has been put together to look at updating the Curriculum/EPC handbook. Will bring these update/changes to the April meetings of the Curriculum and EPC committees.

Adjourn: 3:24 pm



EDUCATIONAL POLICIES COMMITTEE MINUTES

4 February 2021

3:00 – 4:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Adam Gleed, Registrar's Office
Jason Marshall, USU Eastern

Absent: Alex Braeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Lucas Stevens, USUSA Executive Vice President
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Oertle, Emma Eccles Jones College of Education and Human Services

Guests: Toni Gibbons, Assistant Registrar
Patrick Belmont, Department Head, Watershed Sciences

I. **Approval of 7 January 2021 Minutes**
Minutes approved as distributed.

II. **Subcommittee Reports**

a. **Curriculum Subcommittee** (Nicholas Morrison)
*Motion to approve the Curriculum Subcommittee Report made by Nick Morrison.
Seconded by Lee Rickords. Report approved.
Course Approvals – 209*

Program Proposals

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to [change the name of the minor from Equine Assisted Activities and Therapies to Equine-Human Science](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [update the Certificate of Completion in the Plan of Study for Automotive Technology](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [offer a Certificate of Completion Unmanned Aerial Systems \(UAS\)](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [update the Medical Assistant Certificate of Completion](#).

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to [offer an accelerated Bachelor of Landscape Architecture and a Master of Science in Environmental Planning](#).

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [offer a new Post Baccalaureate Certificate, Practitioner of Food Safety](#).

Request from the Departments of Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Psychology, School of Teacher Education and Leadership and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [offer a Post-Baccalaureate \(Graduate\) Certificate Program: Certificate in Advanced Research Methods and Analysis – Quantitative \(CARMA-Q\)](#).

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision](#).

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [offer a Baccalaureate degree in Data Analytics](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [offer a new Business Economics emphasis within the BA/BS degree in Economics](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [create a new Econometrics and Data Analytics emphasis within the existing BA/BS Economics degree](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [create a new Financial Economics Emphasis within the existing BA/BS Economics degree](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [offer a Master of Financial Economics degree](#).

Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [offer a Master of Ecological Restoration](#).

b. Academic Standards Subcommittee (Renee Galliher)

Minutes – No January Meeting (nothing to report)

c. General Education Subcommittee (Lee Rickords)

Motion to approve the General Education Subcommittee report made by Dan Coster.

Seconded by Nick Morrison. Report approved.

[Minutes](#) – 19 January 2021

There is some talk from USHE regarding identifying certain majors to see if they can standardize the general education requirements across the Utah institutions.

III. Other Business

Missing Course Descriptions ([missing descriptions/examples](#)) – Toni Gibbons
Registrar's Office has identified courses that do not have course descriptions. Most of these courses are graduate programs. Curriculum Committee asked for a boilerplate description for the courses. These will be reviewed and an electronic vote will be taken.

[Institutional Certificates](#) – Paul Barr

Fran Hopkin and Adam Gleed brought forth recommendations to establish policies to handle Institutional Certificates of Proficiencies. The committee discussed the various issues and recommended that ICP Programs and degree codes be developed in Degree Works. This would allow students to declare in a program which would improve tracking and advising. It was recommended that students apply for graduation and that the certificate would be treated the same as USHE certificates and appear in the commencement book at graduation. It was further recommended that the certificates be listed as an award on the transcript and the Registrar's Office would provide a university style diploma. These recommendations will be summarized and presented to the Provost for approval.

Deans and department heads (DH) got email regarding fall semester and there will be a DH workshop to answer questions on how fall will be moving forward. Will be easier to transition from in-person to remote than it is from remote to in-person.

Adjourn: 3:57 pm

CAAS - Aviation and Technical Education - Nail Technician - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

NA

Proposed Title* Nail Technician - Certificate of Proficiency

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following Web site: [Classification of Instructional Programs](#)

CIP Code (6-digits) 12.0410
*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☒ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- ☐ New Administrative Unit
☐ New Center
☐ New Institute
☐ New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
☒ No

Council on Teacher Education*

- ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

Utah State University requests approval to offer a Nail Technician Certificate of Proficiency effective fall 2021. The Certificate of Proficiency in Nail Technician is an 18 credit hour standalone credential. This credential can then be used to meet some of the requirements within a Certificate of Completion in Cosmetology; and/or an Associate of Applied Science degree in Cosmetology or General Technology. In addition, this certificate qualifies students for nail technician jobs and business ownership. A Certificate of Proficiency provides an entry level credential for students and will stack into additional credentials/degrees as well.

Section II: Program Proposal

Proposed Action & Rationale*

The Nail Technician Certificate of Proficiency is designed to help students prepare for and pass state certification tests and licensure administered by the state of Utah. The aim of the State of Utah Licensure is to ensure safety and efficacy of Nail Technicians related to standards of health procedures. Students who complete the certificate will be prepared with entry-level training to create their own small business and/or work as an independent contractor.

Labor Market Demand (if applicable)

The United States Bureau of Labor Statistics projects employment of personal appearance workers and esthetician workers to grow 19 and 17 percent respectively from 2019 to 2029 (<https://www.bls.gov/ooh/personal-care-and-service/manicurists-and-pedicurists.htm#tab-6>). Nail Technician is a sizeable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician, over individuals with a full cosmetologist license. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for Nail Technicians. An opportunity to earn certification in Nail Technology during the course of one semester, will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an internship which will reduce the on-the-job learning curve and enable them to quickly earn an equitable wage.

Nail Technician jobs fall within esthetic and cosmetology occupations. The statewide median wage for Nail Technicians is \$17.12 an hour which is above the national average. The proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build upon to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state with a diverse tourism, travel and recreation industry.

Consistency with Institutional Mission & Institutional Impact*

The proposed Nail Technician Certificate of Proficiency will be offered as a technical education (a.k.a. CTE) program offering within the department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a Certificate of Completion in Cosmetology. Credits earned in the certificate program(s) will meet some requirements for two existing AAS degrees:

- AAS, Cosmetology
- AAS, General Technology, General Business Emphasis.

The AVTE department offers a broad-based Associate of Applied Science degree in General Technology, and it is intended that students pursue the general business emphasis. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus.


Finances*

The proposed Certificate of Proficiency will be cost neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library or operational funds are required. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

This certificate is based upon a nine-credit hour course focused upon the skills required of a nail technician. The balance of the certificate develops communication and small business operation skills critical for student success in the workplace.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CHASS - Sociology, Social Work and Anthropology - Community and Natural Resources Institute

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Social Work and Anthropology

Current Title (if applicable)*

Institute for Social Science Research on Natural Resources

Proposed Title*

Community and Natural Resources Institute

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following Web site: [Classification Instructional Programs](#)

CIP Code (6-digits) 00.0000*

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

Type of Degree: (BA, BS, etc.)* NA

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☒ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- ☐ New Administrative Unit
- ☐ New Center
- ☐ New Institute
- ☐ New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Step 5: Describe the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding sources detailed in Appendix D). If you need assistance in completing this section, contact your department's assigned [liaison librarian](#).w Field

Library Related Needs* No known library resources required beyond those already offered to the university community.

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request

R401 Purpose*

The Institute for Social Science Research on Natural Resources (ISSRNR or the Institute) has been in existence since 1968 and has been an active contributor of applied research in the service of state agencies and other entities throughout the Western U.S. on issues related to community well-being, water, energy, land use, and beyond. Under new leadership and in an attempt to prioritize branding and new initiatives for the Institute, the Institute is seeking to change the name to something that more directly conveys the focus of the Institute's work. The Institute is dropping the word "Research" so as to expand initiatives to Extension outreach, civic engagement, and teaching (though research will remain a primary objective). The Sociology program at USU has been nationally-recognized for its expertise in natural resource and community social science for many decades. The faculty associated with the Institute are proud to continue this legacy.

Section II: Program Proposal

Proposed Action & Rationale*

The Institute faculty seek to change the name of the Institute for Social Science Research on Natural Resources (ISSRNR) to the Community and Natural Resources Institute (CANRI).

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


This Institute and associated name change are in line with the land grant mission of USU. The Institute seeks to provide applied research and engagement on timely issues related to the human dimensions of natural resources and the wellbeing of communities in Utah, the Western U.S., the U.S., and the world.

Finances*

The Institute has an existing index with modest funds accumulated by the previous director and has an agreement with CHASS to hire a staff person for the Institute for the next six months. Pending and planned grant proposals will hopefully further support the Institute.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 6: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.



GENERAL EDUCATION COMMITTEE

February 16, 2021
8:30 a.m. – 9:30 a.m.
Zoom meeting

- Present:**
- *Lee Rickords, College of Agriculture and Applied Sciences (Chair)
 - *Christopher Scheer, Caine College of the Arts
 - *Greg Podgorski, College of Science
 - *Matt Sanders, Connections
 - *Dory Rosenberg, University Libraries
 - *Robert Mueller, Statewide Campuses/Communications Intensive
 - *Charlie Huenemann, Humanities
 - *Ryan Bosworth, Social Sciences
 - *Toni Gibbons, Registrar's Office
 - *Mykel Beorchia, University Advising
 - *Kristine Miller, University Honors Program
 - *Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
 - *John Mortensen, Academic and Instructional Services
 - *Thom Fronk, College of Engineering
 - *Daniel Holland, Jon M. Huntsman School of Business
 - *David Wall, Creative Arts
 - *Daniel Coster, Quantitative Literacy/Intensive
 - *Harrison Kleiner, College of Humanities and Social Science
 - *Lawrence Culver, American Institutions
 - *Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
 - *Paul Barr, Office of the Executive Vice President and Provost
 - *Beth Buyserie, CI Committee
 - *Michelle Smith, Secretary
- Excused:**
- Steve Nelson, USU Eastern
 - Sami Ahmed, USUSA President
 - Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords

Approval of Minutes – January 19, 2021 (<https://usu.app.box.com/file/765909250001>)

Motion to approve the January minutes made by Shelley Lindauer

Seconded by David Wall

Approved unanimously by voting members

Course Approvals/Removals/Syllabi Approvals <https://usu.curriculog.com/>

ENVS 4550 (QI) Daniel Coster
Curriculog link: <https://usu.curriculog.com/proposal:14958/form>

Daniel explained the course and how the QI Committee came to a decision on the proposal. Without a QI rubric, they based their decision on the fact that the course did have a type of intensive QI activity worthy of the designation.

A motion was started but Bob Mueller had a question and wanted discussion on the proposal.

Discussion

Bob Mueller asked about the credits of the course. It is a one-week course, but he wanted to know how many hours in the day are also part of the course since it was three credits. The syllabus wasn't clear. Daniel Coster said he was also surprised by the week-long course being three credits. Students were to spend all their time in field work the first few days, and the quantitative activity is fulfilled in the classroom after the field work. The particular QI activity was a quantitative literacy type of activity that builds on previous statistics courses. It would involve model progression of generalized variants, perhaps a general model, and the activity each student engaged upon depended on the particular question the student researched and attempted to answer. The vote by the QI Committee was a majority decision, not unanimous, because there was uncertainty on the amount of required work and length of the course.

Bob wanted to know if students are doing different things? Is the work required by this course comparable to other QI courses?

Daniel said the total QI assignment would require comparable work, but the number of hours may not be the same. He isn't sure what that would look like based on the proposal. It has not been taught before.

Bob questioned whether it should be a general ed course without more information.

Claudia mentioned that as she understands, the course used to be taught by ENVS previously, but was difficult to teach in the last few years due to the intensive field component. It would be geared to recreation management students. It does align with learning outcomes for the program and career goals for the students. It would be a week-long intensive course because it mimics how data is collected within the actual career field.

Greg asked if the course was a weeklong or was the experience a week long followed by classroom experience? Claudia didn't have the answer. Greg said the syllabus wasn't clear – it seemed like it was a semester course. Claudia thought they were going to have two different deliveries – one intensive and one that is a semester long – because the course would be delivered statewide.

Greg stated that he is uncomfortable because the syllabus didn't seem like an intensive course that was one week long but the proposal stated the course was one week long. They didn't match. He wanted to know if there was time in the course for students to reflect on their data or would it be a rushed week-long experience.

Bob said he was uncomfortable in approving the designation when there might be two different methods of teaching the course using the same course number.

Claudia said she wasn't certain that would be the case. She does want to support the proposal so that ENVS has the right kind of QI course for recreation management students. She does

say that USU does have the option for a three-credit week-long course and that those types of courses should be allowed an option for General Education designation since some summer and May courses do have the same outcomes.

Bob said he didn't see how the syllabus showed they were getting the QI experience if they are simply collecting data for the week. He didn't feel comfortable supporting it.

Lee asked Daniel if he had any knowledge about how many hours would be involved with the quantitative activity. Daniel said that he didn't get a clear answer from the originator of the proposal in his discussions. It was clear they would collect the data, analyze it, and report on it. He didn't have knowledge on the time involved.

Lee said it sounds like the committee should ask for more information about what is being delivered within that five-day period.

Bob moved that the committee get more information on how students are spending that intensive week before moving forward.

Greg seconded the motion.

Bob also mentioned Harrison's chat comments that stated the originator should make sure that the necessary information is in the syllabus.

Motion to ask for more information approved unanimously by voting members. Additional information would be presented to the committee at the next meeting.

Toni also pointed out that any approved designations would not be given the QI designation until Fall 2022 due to current curriculum deadlines.

Claudia said that ENVS had sought an exception for this proposal but it was contingent on approval at this meeting. She had not communicated clearly to ENVS about the timing.

John Mortensen also pointed out that there were nonvoting members of the committee and that they used to have that language in minutes pointing out there were nonvoting members and voting members. Michelle Smith will make sure minutes contain that language differentiating between the types of committee members.

Harrison said students could be given a designation for their course on appeal in the fall if the designation was approved before then, even if the course wasn't given the designation in the catalog by Fall 2021.

Lee asked how many students would be affected by this course.

Claudia said about 30. Bob pointed out the syllabus said 14-20, but the proposal mentioned it was taught twice a year. Claudia said she knew the course was going to be taught in the fall semester and would be capped since it was intensive.

Daniel Coster and his committee would seek further information on the proposal and report to the committee next month.

Business

CI Rubric Proposal (See attachments 1, 2, and 3)..... Harrison Kleiner and Beth Buyserie

Beth Buyserie introduced the proposal of the new communications sequence rubric by stating the courses are committed to teach oral and written communication throughout the sequence, and that each sequence intentionally builds on each other. They also wanted to emphasize that teaching writing doesn't stop at CL2 but continues throughout the sequence even in CI courses. The four criteria are outlined in the outcomes.

CL1 and CL2 designations will be opened up to any course. They also wanted to ensure CL1 and CL2 designations aren't major specific courses or writing discipline courses. Any proposal for those designations must show how they teach writing across the disciplines. CI will not use course caps in those courses. For CL they have to use course caps to teach intensive writing.

Beth explained the rubric after revisions were made by the committee following the feedback of the Gen Ed Committee. The rubric's intention was to state what is learned in each course and progression through the sequence. Beth briefly explained the criteria of each rubric. The intention for CL1 was that students demonstrate an "adequate" ability to write. Currently English 1010 is the only CL1 course. Students should not have only an "adequate" ability to write by the end of CI. However, they didn't want to indicate at the end of CL1 that students couldn't write. They just write at the level of CL1.

Harrison said there was a word changed on the rubric following the Gen Ed Committee discussion in December. They removed "satisfactory" from the language and replaced it with "adequate".

Beth said the other major change on the rubric was concerning engaging with credible and relevant text sources. CI courses engage with texts in some way but not in terms of academic research. The CI milestone previously stated that within each major, students will skillfully develop their ability to use sources within their discipline, but the rubric now says students will further develop their ability to thoughtfully engage with and incorporate credible and relevant sources within their discipline. The CI Committee wanted CI designations to use text sources, and for proposals to explain how they would be engaging with sources. By USHE's code, CL1 and CL2 must use sources, but CI courses don't necessarily have to engage in research with texts. CI courses do still need to engage with text sources.

Harrison said the sequence page of the rubric was geared to students and instructors. It would help students so they know the learning outcomes they should look to when they take these courses, and it is also for instructors so they know what students were expected to accomplish in previous CI courses of the sequence. The faculty will use the rubrics when they propose courses.

Beth also stated that the rubrics should help improve the quality of Gen Ed proposals. Instead of focusing on the amount in terms of word count or how much oral communication is required, proposals should also speak to how they will teach quality of writing.

Harrison said it might be a shift in mindset for CI instructors. Previously they had to have "enough" writing and oral work. Now they have to show in their syllabus how they are achieving proficiency. How are instructors helping students improve their writing? It will be a process over time.

Dory thanked Harrison and Beth for using her feedback in their rubrics. Beth said that the rubric was meant to promote teaching writing throughout course work with more approaches to this outcome.

Harrison said that the Communication Committee (he proposed it should be renamed from the CI Committee since they are also reviewing CL courses) is proposing that the Gen Ed Committee accept the proficiencies and outcomes.

Daniel Coster said he wasn't present at past discussions and asked about the situation where there was a 5000-level course in statistics with a CI designation taught to grad and undergrad students, how do they deal with the idea that undergraduates are to achieve the outcomes of a CI designation but graduate students do not?

Harrison said he felt that from the point of view of the committee, it was somewhat irrelevant since the Gen Ed Committee is over undergraduate designations. If there are people taking the course who don't need the CI, and as long as the course achieves the CI outcomes, it is still a CI course. Because the grad students don't need the CI designation is irrelevant.

Lawrence asked how the courses are fitting in the overall education. For example, the lower CL courses are English courses, but the CI courses are much more major specific. It assumes that majors will be teaching enough CI courses with enough seats to fulfill the desire for the designation. Will this cause a bottleneck within majors that have less CI courses?

Harrison said that it is the case already that CI and QI courses are built into every major on campus. They are supposed to be accomplished within their major. Students may also take CI courses who are not interested in the designation but the topic. There are a handful of majors that don't have CI built out but that is an exception, not the rule. The CI Committee wanted to write the CI outcomes to be inclusive so that existing quality CI courses won't be threatened by the new CI outcomes.

Beth also stated that the CI Committee are not trying to shift CI so that they are only teaching writing within the majors. Students from other majors can also enroll in CI courses within a different major.

Bob motioned that they accept the rubrics for CL1, CL2, and CI courses.

Matt Sanders seconded the motion.

Daniel Coster abstained; the remaining voting members voted aye.

Harrison also made one additional comment to thank Beth, Bob, Brad, Kelsey, Dory, and others on the working group who contributed to the CI outcomes. It was a large effort over the past year and a half.

The next part of this conversation is talking about what type of instructional and student support will be needed for faculty to help students achieve and demonstrate communication proficiency, especially for faculty teaching a large group of students. Provost Galey is keen on engaging in that question to provide more support to faculty. Resources need to follow the promise of what will be accomplished. More will be forthcoming.

Adjourned at 9:12 a.m.

College	Department	Subject	Course	Title	Type	Implemented Description	Key:	
CAAS	ADVS	ADVS	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.	DI	Dissertation
CAAS	ADVS	ADVS	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.		
CCA	ART	ART	6970	RESEARCH AND THESIS	TH	This course is designed for students preparing a master’s degree thesis.	DP	Design Project
						This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.	DR	Directed Reading
CCA	ART	ART	6990	CONT GRAD ADVISEMENT	GA		DS	Directed Study
CCA	ART	IAD	6700	GRAD TOPICS IN INTERIOR DESIGN	ST	This course consists of additional readings or research done beyond the material covered in other courses.	GA	Grad Advisement
						This course entails an advanced internship at a professional level, with increased complexity, approved by the department and advisor. The internship project and number of credits must be approved by advisor and major professor.	GI	Grad Internship
CCA	ART	IAD	6710	GRAD INTERNSHIP IN ID	GI		GT	Grad Topics
CCA	ART	IAD	6720	RESEARCH METHODS IN ID	RE	Students explore basic to advanced concepts contained in research as applicable to Interior Architecture and Design.	IS	Independent Study
CCA	IAD	IAD	6790	MASTERS SEMINAR	SE	This course provides a focused study of selected topics.	IW	Interdisciplinary Workshop
CCA	IAD	IAD	6970	MASTERS THESIS RESEARCH	TH	This course is designed for students preparing a master’s degree thesis.	O	Other
CCA	ART	IAD	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.	RE	Research
CAAS	ASTE	ASTE	6970	RESEARCH AND THESIS	TH	This course is designed for students preparing a master’s degree thesis.		
CAAS	ASTE	ASTE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.	SE	Seminar
CAAS	ASTE	TEE	5910	SP: ETE	SP	This course covers special topics and projects directed toward enhancing principles and practices in Technology and Engineering Education.	SP	Special Problems
						This course provides for enrollment in industry-related training that aligns with university-level competencies. Training is approved by department faculty upon evaluation of competency attainment/credential, application for/granting of a trade competency examination or certificate, and/or evidence of experiential use in work environments.	ST	Special Topics
CAAS	ASTE	TEE	5920	RELATED TECH TRAIN	O	This course is a graduate seminar related to Technology and Engineering Education topics and discipline.	TH	Thesis
CAAS	ASTE	TEE	6800	SEMINAR	SE			
						This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.		
CAAS	ASTE	TEE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.		
COE	BENG	BENG	6990	CONT GRAD ADVISEMENT MS	GA			
COE	BENG	BENG	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.		

COE	BENG	BENG	7990 CONT GRAD ADVISEMENT PHD	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	BIOL	BIOL	1750 TOPICS IN BIOLOGY	ST	This course allows an exploration of topics that are not part of the standard curriculum.
COS	BIOL	BIOL	4750 TOPICS IN BIOLOGY	ST	This course allows an exploration of topics that are not part of the standard curriculum.
COS	BIOL	BIOL	5850 MICROBIOLOGY SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	BIOL	BIOL	6750 TOPICS IN BIOLOGY	ST	This course allows an exploration of topics that are not part of the standard curriculum.
COS	BIOL	BIOL	6850 MICROBIOLOGY SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	BIOL	BIOL	6970 THESIS RESEARCH	TH	This course allows students to pursue research toward the M.S. degree.
COS	BIOL	BIOL	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	BIOL	BIOL	7750 TOPICS IN BIOLOGY	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	BIOL	BIOL	7970 DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	BIOL	BIOL	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	BIOL	PUBH	4850 ST: PUBLIC HEALTH	ST	This course allows an exploration of topics that are not part of the standard curriculum.
CCA	CCA	CCA	1250 INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CCA	CCA	CCA	5250 INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CEHS	CDDE	COMD	6900 INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	CDDE	COMD	6970 THESIS	TH	This course is designed for students preparing a master's degree thesis.
CEHS	CDDE	COMD	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	CDDE	COMD	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	CEE	CEE	6900 DIRECTED READING	DR	This course consists of directed readings on advanced topics.
COE	CEE	CEE	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
COE	CEE	CEE	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	CEE	CEE	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	CEE	CEE	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	CHEM	CHEM	3750 CHEMISTRY SPECIAL TOPIC	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.

COS	CHEM	CHEM	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	CHEM	CHEM	7970 DISSERTATION RSRCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	CHEM	CHEM	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	CS	CS	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COE	ECE	ECE	6950 DESIGN PROJECT	DP	
COE	ECE	ECE	6970 THESIS RESEARCH, MS	TH	This course is designed for students preparing a master's degree thesis.
COE	ECE	ECE	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	ECE	ECE	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	ECE	ECE	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
HSB	ECFN	ECN	4900 INDEP READ/RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
HSB	ECFN	FIN	4900 INDEP RESEARCH/READ	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
COE	EED	EED	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	EED	EED	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	ENGL	ENGL	2030 GREAT BOOKS AND IDEAS	O	
CHaSS	ENGL	ENGL	6920 DIRECTED STUDY	DS	This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
CHaSS	ENGL	ENGL	6970 THESIS	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	ENGL	ENGL	6990 CONT GRAD REGISTRATION	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	ENGL	ENGL	7920 DIRECTED STUDY	DS	This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
CHaSS	ENGL	ENGL	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
CHaSS	ENGL	ENGL	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	ENVS	ENVS	6800 ENVS DEPT SEMINAR	SE	This course provides a focused study of selected topics.
QCNR	ENVS	ENVS	6910 DIRECTED STUDY	DS	This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
QCNR	ENVS	ENVS	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.

QCNR	ENVS	ENVS	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	ENVS	ENVS	7800 ENVS DEPT SEMINAR	SE	This course provides a focused study of selected topics.
QCNR	ENVS	ENVS	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
QCNR	ENVS	ENVS	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	GEOS	GEO	4800 SENIOR SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	GEOS	GEO	6800 GRADUATE SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	GEOS	GEO	6970 THESIS	TH	This course allows students to pursue research toward the M.S. degree.
COS	GEOS	GEO	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	GEOS	GEO	7800 GRADUATE SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	GEOS	GEO	7970 DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	GEOS	GEO	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	HDFS	HDFS	5550 INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CHaSS	HIST	HIST	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	HIST	HIST	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	JCOM	JCOM	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	JCOM	JCOM	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	KAHS	HEP	5200 Foundations of GLOBAL HEALTH	O	The purpose of this course is to provide an introduction to health promotion practice and public health from a global perspective.
CEHS	KAHS	HEP	6900 INDEPENDENT STUDY	IS	Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.
CEHS	KAHS	HEP	6950 INDEPENDENT RESEARCH	RE	This course allows graduate students to pursue personal research interests by formalizing an independent project under the guidance of a graduate professor.
CEHS	KAHS	HEP	6970 THESIS	TH	Students complete individually-directed work in thesis writing with guidance from their committee chair.
CEHS	KAHS	HEP	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	KAHS	KIN	7970 DISSERTATION	DI	This course consists of research for a dissertation, as arranged with an advisor.
CEHS	KAHS	PE	1340 LIFE GUARD	O	This course is designed to prepare students as pool or nonsurf open water lifeguards. It presents knowledge and skills necessary for lifeguard functions.
CEHS	KAHS	PE	1345 WATER SAFETY INSTRUCTOR	O	This course covers methods of teaching swimming and lifesaving. It presents knowledge and skills necessary for lifeguard functions.

CEHS	KIN	KIN	6970 THESIS	TH	Students complete individually-directed work in thesis writing with guidance from their committee chair.
CEHS	KIN	KIN	7990 COUNTINUING GRADUATE ADVISMI GA		This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	LPCS	PHIL	6890 PHILOSOPHY OF SCIENCE	O	This course includes the study of different views of the nature of science: the classical traditions of Hempel and Popper, Kuhn's subjectivism, and Feyerabend's anarchism. Topics include confirmation, induction, scientific realism, reductionism, and the growth of scientific knowledge.
CHaSS	LPCS	PHIL	6900 INDEPENDENT STUDY	IS	This course allows students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
COE	MAE	MAE	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
COE	MAE	MAE	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	MAE	MAE	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	MAE	MAE	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
HSB	MGT	MGT	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	MATH	2910 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	4910 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	5810 TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	5820 TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	5910 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	6810 TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	6820 TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	6910 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	6970 THESIS	TH	This course allows students to pursue research toward the M.S. degree.
COS	MTST	MATH	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	MATH	7110 GEOMETRY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7120 GEOMETRY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7210 ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.

COS	MTST	MATH	7220 ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7310 ALGEBRA (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7320 ALGEBRA (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7410 DIFFERENTIAL EQUATIONS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7420 DIFFERENTIAL EQUATIONS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7510 TOPOLOGY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7520 TOPOLOGY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7610 NUMERICAL ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7620 NUMERICAL ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7750 PROBABILITY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7760 PROBABILITY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7810 TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7820 TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7910 COLLEGE TEACHING INTERNSHIP	GI	This course provides guided experience and supervision in teaching university-level courses.
COS	MTST	MATH	7970 DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	MTST	MATH	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	STAT	4950 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	STAT	5820 TOPICS IN STATISTICS	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	5940 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	STAT	6950 DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	STAT	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	STAT	7110 LINEAR MODELS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7120 LINEAR MODELS(TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7180 TIME SERIES (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7190 TIME SERIES (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.

COS	MTST	STAT	7210 EXPERIMENTAL DESIGN (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7220 EXPERIMENTAL DESIGN (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7310 BUS/INDUSTRIAL STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7320 BUS/INDUSTRIAL STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7510 NONPARAMETRIC STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7520 NONPARAMETRIC STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7550 COMP-GRAPH (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7560 COMP-GRAPH (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7610 MULTIVARIATE STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7620 MULTIVARITE STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7710 MATH STATISTICS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7720 MATH STATISTICS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7730 BAYESIAN STAT/DEC (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7740 BAYESIAN STAT/DEC (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7810 TOPICS-STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7820 TOPICS-STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7970 DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	MTST	STAT	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	NDFS	NDFS	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	NDFS	NDFS	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	PHYX	PHYS	2700 SCIENCE EXCURSION	O	
COS	PHYX	PHYS	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	PHYX	PHYS	7510 SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	PHYX	PHYS	7970 DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.

COS	PHYX	PHYS	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	POLS	POLS	3250 CHINESE GOVT/POLITIC (DSS)	O	
CHaSS	POLS	POLS	4890 SPECIAL TOPICS	ST	This course provides an in-depth review and discussion of special topics that are not part of the standard curriculum.
CHaSS	POLS	POLS	6910 GRADUATE TUTORIAL	O	This will be done via Curriculog (per email from Matthew Sanders)
CHaSS	POLS	POLS	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
					This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	POLS	POLS	6990 CONT GRAD ADVISEMENT	GA	
CAAS	PSC	PSC	6970 RESEARCH AND THESIS	TH	This course is designed for students preparing a master's degree thesis.
					This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	PSC	PSC	6990 CONT GRAD ADVISEMENT	GA	
CAAS	PSC	PSC	7970 RESEARCH AND THESIS	TH	This course consists of individual work on research problems for students enrolled in doctoral programs.
					This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	PSC	PSC	7990 CONT GRAD ADVISEMENT	GA	
					Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum. Students should work with a professor before the semester begins to determine feasibility and scope of topic.
CEHS	PSY	PSY	5500 INTERDISCIPLINARY WORKSHOP	IW	
CEHS	PSY	PSY	6970 THESIS	TH	This course consists of research for a master's thesis, arranged with the advisor. Credits may vary by semester.
CEHS	PSY	PSY	6990 CONT GRAD ADVISEMENT	GA	This course consists of continuing registration to complete thesis requirements.
CEHS	PSY	PSY	7970 DISSERTATION	DI	This course covers dissertation research for students in the Curriculum and Instruction specialization. Credits may vary by semester.
CEHS	PSY	PSY	7990 CONT GRAD ADVISEMENT	GA	This course consists of continuing registration to complete dissertation requirements.
					This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	REH	6900 INDEPENDENT STUDY	IS	
					This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	REH	6910 INDEPENDENT RESEARCH	RE	
CEHS	SPER	REH	6970 THESIS	TH	This course is designed for students preparing a master's degree thesis.
					This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	SPER	REH	6990 CONT GRAD ADVISEMENT	GA	
					This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	SPER	REH	7990 CONT GRAD ADVISEMENT	GA	
CEHS	SPER	SPED	2790 SPECIAL TOPICS	ST	This course consists of additional readings or research done beyond the material covered in other courses.

CEHS	SPER	SPED	4790 SPECIAL TOPICS	ST	This course consists of additional readings or research done beyond the material covered in other courses.
CEHS	SPER	SPED	5200 STUDENT TEACHING (CI)	O	This course constitutes of a student teaching experience in the student's field of study.
CEHS	SPER	SPED	5790 SPECIAL TOPICS	ST	This course consists of additional readings or research done beyond the material covered in other courses.
CEHS	SPER	SPED	5900 INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	5910 INDEPENDENT RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	6810 SEMINAR IN SPED	SE	This course provides a focused study of selected topics.
CEHS	SPER	SPED	6900 INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	6910 INDEPENDENT RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	SPER	SPED	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	SSWA	ANTH	6950 SPECIAL TOPICS/SEMINAR	ST	This is a special topics course or seminar for graduate students in the Master of Science in Anthropology program.
CHaSS	SSWA	ANTH	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	SSWA	SOC	6970 THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	SSWA	SOC	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	SSWA	SOC	7970 DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
CHaSS	SSWA	SOC	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	TEAL	ELED	5900 INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	TEAL	SCED	5900 INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	TEAL	TEAL	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

CEHS	TEAL	TEAL	7050 THEORIES INSTR SUPERVISION	O	This course covers principles and the theoretical base of supervision as they relate to improving instructional practices. The course emphasizes research findings and recommended practices. Differentiated syllabi are provided between the master's and doctoral versions.
CEHS	TEAL	TEAL	7500 INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CCA	THAR	THEA	6970 THESIS	TH	This course is designed for students preparing a master's degree thesis.
CCA	THAR	THEA	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	WILD	WILD	6990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	WILD	WILD	7990 CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

AIS - Student Money Management Center - New Center

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

COLLEGE or
UNIVERSITY
DIVISION: *

AIS

DEPARTMENT or
UNIT: *

Student Money Management Center

PROPOSED UNIT
TITLE: Student Money Management Center

Request

Step 3: Select the Proposed Type of Unit Being Requested.

Proposed Unit Type*

New Center

Description/Narrative

**Administrative Unit
Description and
Narrative***

The state of Utah recognizes that financial literacy/personal finance knowledge is critical to the success of its citizens. To this end, the state of Utah requires all high school students to complete a financial literacy or a personal finance course before graduating from high school. Regardless, reports show that between 40% and 51% of college stop outs are due to money issues. With nearly one half of all students dropping out of college due to money issues, the Academic and Instructional Services (AIS) department believes having a Student Money Management Center where students can receive customized one-on-one counseling and advisement on their finances is critical to helping increase the number of students who persist to graduation.

AIS proposes a new center be created where USU students can receive individualized one-on-one financial advising.

The center will not be the Financial Aid office. It will not exist to help students get Federal Financial Aid or to get loans. It will exist to help students in their particular situations weigh the costs and benefits of an education and of taking or not taking out loans. It will exist to help students manage their finances in each of their unique situations.

The center will not be a financial literacy/personal finance course. These courses already exist for students who want to take them and receive excellent financial knowledge. The center will offer financially sound advice based on principles that are taught in financial literacy courses according to the specific need and situation of each student.

The center will not offer broad self-paced online financial courses as currently offered by USU Extension. The Student Money Management Center will offer specific, individualized, one-on-one financial advisement to USU students. This advisement will not be available to the general public.

Similar to academic advising, which provides every USU student one-on-one advising on the courses each student needs to take to graduate, the essential function of the Student Money Management Center will be to offer one-on-one financial advising to every student to help them progress financially to graduation.

The Student Money Management Center will expand USU's student centered focus by allowing every student the opportunity to have one-on-one money management counseling sessions customized to their unique situations. Each session will provide students with sound financial advice to assist them with persistence toward graduation.


Finances

Budget Category	Total
Director salary	\$86,755.00
Director benefits	\$38,172.20
Director communication allowance	\$1,320.00
Staff hourly wages	\$90,000.00
Staff hourly benefits	\$7,200.00

Office supplies	\$1,000.00
Computer equipment	\$3,500.00
Telephone	\$792.00
Travel	\$2,000.00
Annual Grand Total	\$230,739.20

Step 4: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Applied Economics - Community Development Economics Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Economics

Current Title (if applicable)*

none

Proposed Title* Community Development Economics Minor

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following Web site: [Classification of Instructional Programs](#)

CIP Code (6-digits)* 45.0602

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 15

Type of Degree: (BA, BS, etc.)* Minor

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☒ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- ☐ New Administrative Unit
☐ New Center
☐ New Institute
☐ New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
☒ No

Council on Teacher Education*

- ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

The purpose of this minor is to provide support for students wishing to pursue a career in Environmental Planning, Regional Planning, Community Development, Natural Resource Management, and related fields. The program will provide training in microeconomic principles, natural resource economics, regional economics, and benefit-cost analysis.

Section II: Program Proposal

Proposed Action & Rationale*

This action would create a minor to support students preparing for a career in Community Development, Environmental Planning, Regional Planning, Natural Resource Management, and related fields. This minor is designed to provide applied economic training to students majoring in fields complementary to economics.

Labor Market Demand (if applicable)

The Bureau of Labor Statistics (BLS) estimates job growth in the area of urban and regional planning at 11% (much faster than average) and economic training is an essential component of effective community development and planning. In a fast-growing state like Utah, labor market demand for planning and development professionals is likely to continue to grow.

Consistency with Institutional Mission & Institutional Impact*


The proposed minor is consistent with USU's mission as a student-centered land-grant university. The minor is designed to provide economics training to the future professionals who will improve development in Utah's communities.

Finances*

There will be no additional costs or savings associated with this minor. All courses proposed are currently being taught and additional demand will be absorbed by existing classes.


Section III: Curriculum (if applicable)**Program Curriculum Narrative**

The proposed minor will consist of 3 required courses: APEC 2010 (Introduction to Microeconomics), APEC 3012 (Introduction to Natural Resource and Regional Economics), and APEC 4300 (Agriculture Law). Students will then choose two classes from three options: APEC 5560 (Natural Resource and Environmental Economics), APEC 5700 (Regional and Community Economic Development), and APEC 5950 (Applied Economics Policy Analysis).

Step 6: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Aviation and Technical Education - Aviation Technology - Professional Pilot

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

Aviation Technology - Professional Pilot

Proposed Title*

Aviation Technology - Professional Pilot

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following Web site: [Classification of Instructional Programs](#)

CIP Code (6-digits) 490101*

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

Type of Degree: (BA, BS, etc.)* BS

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- ☐ New Administrative Unit
☐ New Center
☐ New Institute
☐ New Bureau

Other: (explain change) Change CIP Code

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
☒ No

Council on Teacher Education*

- ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

The AVTE Aviation Curriculum Committee requests to change the CIP Code for the BS Aviation Technology - Professional Pilot degree.

The CIP Code for this degree is currently 49.0102 Airline/Commercial/Professional Pilot and Flight Crew.

This action will change the CIP Code to 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General.

The current Aviation Technology - Maintenance Management and Aviation Technology - Aviation Management degrees both have CIP Code 49.0101 as this covers the broad course topics each degree requires.

The change will also align our degree with other major aviation peer universities, such as Embry-Riddle Aeronautical University.

Section II: Program Proposal

Proposed Action & Rationale*

According to the National Center for Educational Statistics, the “Classification of Instructional Programs (**CIP**) is the taxonomic coding scheme used for instructional programs in higher education in the United States. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions” (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88672>). Further, the definition of CIP Code 49.0101 is “A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.”

The Aviation Technology – Professional Pilot program has added over a dozen courses in the past six years that have expanded the required and elective courses that have increased the relevance and alignment of this degree to this CIP code.

In addition to harmonizing the three aviation technology degrees, which all have much of the aviation core and electives in common between them, the CIP code will also provide the opportunity for international students to have a STEM CIP code. This will grant the opportunity for international students to have a STEM degree for the OPT extension (see USU Office of Global Engagement).

Labor Market Demand (if applicable)

n/a

Consistency with Institutional Mission & Institutional Impact*

The Aviation Technology program has grown in the past six years from 250 to over 600 students in the major and minor degrees, including expansion to the Price campus at USU Eastern. AVTE has added a new small Unmanned Aerial Systems minor, and a new BS degree in Aviation Management with UAS and Aviation Operations emphases. With the creation of a new department, AVTE, the aviation program continues to support our international students as part of the USU mission, especially the focus on diversity, and this change in CIP code will enable USU to expand this mission for learning, discovery and engagement with our experiential learning STEM degrees in aviation technology, all which include extensive hands-on labs.

Finances*


No change to finances with the CIP code change.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**


The Aviation Technology - Professional Pilot degree now includes courses that cover all aspects of the 49.0101 CIP code in each of the specified areas:

- In-flight support operations (National Airspace, Crew Resource Management, Aviation Weather)
- Ground support operations (Airline Transport Pilot, Commercial Pilot, Private Pilot)
- The technical aspects of aviation (Electronical Fundamentals, Aircraft Systems, Instrument Pilot, Physics of Technology, Aerodynamics for Aviators, Advanced Avionics Systems and Flight Simulation)
- Business (Airline Management, Aviation Law, Airport Management)
- General aspects of air transportation systems (Airline Management, Human Factors in Aviation Safety, Aviation Safety and Security, Unmanned Aerial Systems and History of Aviation).

Step 6: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

COS - Computer Science - Computer Science MS Plan C

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Computer Science

Current Title (if applicable)*

Computer Science MS Plan C

Proposed Title*

Computer Science MS Plan C

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 11.0701
*

Minimum Number of Credits (if applicable)* 37

Maximum Number of Credits (if applicable)* 37

Type of Degree: (BA, BS, etc.)* MS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ Certificates of Completion
 - ☐ Certificates of Proficiency
 - ☐ Certificates of Proficiency - except Institutional Certificates
 - ☐ Emphases within an Approved Degree
 - ☐ Institutional Certificates of Proficiency
 - ☐ K-12 Endorsements
 - ☐ Minors
 - ☐ Post-Baccalaureate and Post-Masters Certificates
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☒ Program Discontinuation
 - ☐ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:

- ☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The Department of Computer Science proposes to discontinue the Computer Science MS Plan C degree program. This program is being replaced by the professional, coursework-only Master of Computer Science program.

Section II: Program Proposal

Proposed Action & Rationale* This degree program was created in order to offer a coursework-only degree for students who chose not to complete research. While the program served students well for many years, it has been replaced by the Master of Computer Science.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This discontinuation will allow for a more streamlined admissions process for the Computer Science department and will reduce confusion for students.

Finances* No financial impact is to be expected, as the program is being replaced.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting held March 11, 2020 from at 3:00 p.m. via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Dan Coster, College of Science
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Porter Casdorph, USUSA

Guests:

- Claudia Radel
- Krystin Deschamps
- Chelsey Ritner
- Cliff Parkinson

AGENDA

1. New Business
 - a. Proposed amendment to valedictorian selection criteria in the Catalog, presented by Dr. Claudia Radel.
 - i. Dr. Claudia Radel represented the associate deans to address the subcommittee regarding the possibility of amending the valedictorian selection criteria verbiage in the Utah State General Catalog. She noted that the current language could be confusing regarding the role of the overall GPA versus the USU GPA in selecting a valedictorian. She noted that there may be some discrepancies between current selection processes and what the catalog outlines. The associate deans would like to create additional flexibility in terms of diversifying selection criteria among the colleges.

The subcommittee discussed what other individuals outside of the associate deans had examined the proposed changes. Fran Hopkin stated that college representatives knew that the conversation was being circulated, and Claudia mentioned the associate deans' stake in the verbiage due to their task of guiding valedictorian selection on behalf of their deans.

Claudia highlighted that some of the proposed changes would include clarifying GPA specifications and removing the tiebreaker wording. The latter initiative is proposed to increase the flexibility in how other factors outside of the GPA are weighted. The subcommittee discussed wording in the current language that may be obsolete, including the mention of correspondence courses.

Renee Galliher inquired about the possibility of wordsmithing the current language, as well as what other stakeholders needed to be brought in to the conversation. The subcommittee determined that they would like to obtain student feedback about the proposed amendments before bringing the motion to the Educational Policies Committee. The subcommittee favored seeking the approval of the Executive VP of USUSA (the subcommittee's student representative) as a means to obtain student feedback.

The subcommittee discussed the role of internships in the selection criteria and determined that this varies among colleges. Claudia recommended removing the sixth item in the selection criteria. Renee proposed that the motion could be forwarded to the EPC upon removing the sixth item and Renee obtaining the feedback from the subcommittee's student representative.

- ii. *Motion to support this proposal made by Sterling Bone. Seconded by Fran Hopkin. The vote was unanimous for all present, and Renee and Robyn will forward the adjustments to Dan Coster for his approval.*
- iii. Addendum added 3/29/21: The student representative did not respond to the committee's outreach regarding this proposal. Renee Galliher would like to move this item on to the EPC as the EPC also has a student representative.

b. University-initiated leave and withdrawal policy proposal, presented by Krystin Deschamps.

- i. Krystin Deschamps presented the proposal to create a university-initiated withdrawal policy. Krystin discussed recent changes in the Office of Civil

Rights (OCR) allowing the implementation of such a policy. Krystin discussed the university's liability in situations concerning suicide and suicide attempts, as well as the disruption for surrounding students. Fran Hopkin expressed his appreciation and support of the current proposal. He inquired about the registration status and admission status of those students who would be subject to this policy.

Cliff Parkinson addressed the option of putting students on university-initiated leave of absence or withdrawal, depending on the severity of the situation. The subcommittee expressed their desire to become more familiar with the circumstances surrounding the distinguishing criteria. Chelsey Ritner and Cliff Parkinson discussed the case-by-case process of making determinations for individual students, both from a healthcare perspective and from an OCR perspective.

Krystin and Renee discussed suitability of having a more generalized policy in the catalog and having specifics posted on the Behavioral Intervention Team (BIT) website.

Renee noted a repeated sentence in the proposal. Cliff and Krystin agreed that the duplicate sentence should be removed. Renee proposed to have the complete procedures document forwarded to the subcommittee via email, after which the subcommittee would cast a vote on approving it to the EPC level via email. Fran Hopkin and Sterling Bone expressed their support of this motion. Krystin and Cliff will distribute the full policy to the subcommittee. The subcommittee will subsequently determine their vote via email.

- ii. Addendum added 3/29/21: Renee Galliher reached out to Krystin Deschamps regarding distributing the full policy to committee members. Renee will report updates on this item at the EPC meeting on April 1, 2021.
- c. Repeat policy discussion, presented by Fran Hopkin.
 - i. Fran Hopkin presented amendments to the current university repeat policy. He discussed the background of the policy, the difficulty of enforcing the current policy, and the current policy's effect on student success. Fran noted that there is currently no evidence to support the 10 repeat threshold. Fran noted that students were much more likely to repeat a course a second time than they were to repeat it a third time. Fran proposed to insert language that would give the academic departments more autonomy in helping students who repeat courses

multiple times. He mentioned the ability of academic advisors to run reports and advise students per their individual situations.

The subcommittee discussed the various roles of academic advisors and departments in helping students navigate multiple repeats. Mykel Beorchia expressed her support of having the policy enforcement come from the academic units. She mentioned that many of the academic processes currently in place could be utilized to locate students who may be in need of additional help or consideration.

The subcommittee discussed advisor and instructor roles in student success. Fran mentioned that current advisor platforms could be modified to additionally identify students at risk of not persisting or graduating. Mykel discussed the current repeat policy's role in decisions made by the admissions committee.

Fran mentioned that departments would maintain their autonomy in enforcing repeat policies as they have outlined. The subcommittee discussed which department should be making repeat decisions for students: the student's major department, or the department offering the courses that are being repeated. The subcommittee determined that the student's major department should be empowered to make decisions regarding students' repeated courses and how to direct their students.

Renee proposed approval of the proposed changes with modifying the last sentence to reflect, "determine by the academic unit associated with the student's major."

- ii. *Motion made by Kacy Lundstrom. Seconded by Mykel Beorchia. The vote of all present was unanimous.*

Adjourn: 4:25 p.m.

Item #1

Background and intention for the proposed Catalog change

Brought forward to Academic Standards by Dr. Claudia Radel, on behalf of CAAD, 3 March 2021

Proposal. To revise the Catalog page that outlines the criteria for the college selection of valedictorians to make it more in line with shared and diverse practices in the colleges:
<https://catalog.usu.edu/content.php?catoid=12&navoid=3163&hl=valedictorians&returnto=search>

Background and Process. In Spring 2020, the USU Council of Academic Associate Deans (CAAD) started a discussion of college practices related to the selection of valedictorians and the relation of these college practices to the criteria detailed in the Catalog. QCNR Associate Dean Claudia Radel brought this discussion to her colleagues on CAAD based on her concerns that college practice did not fully reflect what is detailed in the USU Catalog, leading to the possibility of grievance by a student not selected (but considering him or herself the rightful selection based on the catalog language). Discussion in the group led to a collective decision to work on potential revisions to bring the described practices in the Catalog better in line with current processes of valedictorian selection in the colleges, but also to clarify the language in the Catalog to address confusion in how to interpret the current language. Associate Dean Radel was tasked to draft revisions, which she brought back to CAAD early this current spring 2021 semester (CAAD meeting on 1/19/21). That draft was discussed and then circulated for edits among the CAAD members. It was reexamined at the 2/16/21 CAAD meeting, and a final change was requested by the group. The final version was then circulated via email to identify any remaining concerns, before Dr. Radel, on behalf of CAAD, forwarded the proposed revision to Academic Standards for review and consideration.

Summary of Proposed Changes. The primary changes between the current text and the proposed text are:

1. Clarification of the use of the USU GPA versus the overall GPA as the primary basis for selection. There was general agreement among CAAD members that the USU GPA was the more appropriate choice as the primary basis for selection and that this was the GPA currently given more weight in colleges' valedictorian selections.
2. Specification that other factors may be taken into consideration in selection, not just to break a GPA tie.
3. The explicit inclusion of participation in University Honors as a possible consideration for selection.
4. The explicit inclusion of "college-relevant indicators of academic excellence or achievement" to allow for some college diversity in meaningful indicators of academic excellence (College of Engineering, for example, reported that membership in professional honor societies was a factor considered in valedictorian selection).

Mark-up for proposed changes to Catalog

USU Catalog: Proposed Changes to Entry on Valedictorian Selection

<https://catalog.usu.edu/content.php?catoid=12&navoid=3163>

Proposed by the Council of Academic Associate Deans, February 2021 (contact person: Claudia Radel)

Valedictorian Selection Criteria

The title of valedictorian has long been used to designate an individual who has achieved the highest academic excellence. Each USU college must annually select only one valedictorian. The following procedures should assure an acceptable degree of commonality in the selection of valedictorians.

The major consideration for selection of a college valedictorian should be the level of academic performance. **The grade point average (GPA) earned at Utah State University should be used as the primary basis for comparison of academic performance**, but colleges must also attend to USU semester credits, may consider the overall GPA, and may choose to evaluate other evidence of academic excellence. The selection criteria for each college's valedictorian include:

1. GPA earned at Utah State University (primary basis for selection)
2. Overall GPA (may also be considered)
3. Minimum of 60 semester credits for which letter grades were earned at Utah State University
4. Other evidence of academic excellence or achievement as determined by the dean

The following are examples of additional, secondary factors that could be considered by the dean in the selection of a college valedictorian:

1. Availability to participate in commencement activities
2. Amount and quality of transfer credit
3. Number of courses repeated
4. Number of courses taken under the "P-D-F" grading option
5. Number of credits earned by examination, as well as level of achievement on such credits (e.g., CLEP scores)
6. Number of correspondence and independent study courses
7. Breadth of educational experience
8. Completion of University Honors
9. Other college-relevant indicators of academic excellence or achievement

Proposed changes to Catalog

USU Catalog: Proposed Changes to Entry on Valedictorian Selection

<https://catalog.usu.edu/content.php?catoid=12&navoid=3163>

Proposed by the Council of Academic Associate Deans, February 2021 (contact person: Claudia Radel)

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5. Number of credits earned by examination, as well as level of achievement on such credits (e.g., CLEP scores)
6. Number of correspondence and independent study courses
7. Breadth of educational experience
8. Completion of University Honors
9. Other college-relevant indicators of academic excellence or achievement

Item #2

UNIVERSITY-INITIATED LEAVE AND WITHDRAWAL

University-initiated Leave Policy Proposal:

The USU Behavioral Intervention Team (BIT) seeks to add to the University Catalog a proposed University-initiated Leave and Withdrawal Policy. The University Catalog is identified as the

appropriate location for this proposed policy, as it lists all academic policies, such as the University Leave of Absence policy.

The proposed policy identifies the conditions in which University-initiated leave or withdrawal is considered and describes the process of the individualized assessment undertaken to determine whether a University-initiated leave or withdrawal should be pursued. The policy also outlines the possible outcomes resulting from an individualized assessment, and possible conditions required for a student to return after a University-initiated leave or withdrawal.

The BIT proposes that the policy be placed in the University Catalog, and the policy AND procedures be listed on the BIT website.

(Note: The proposed policy is currently under final review by the Office of the General Counsel, and will be available on Monday, March 8, for the Academic Standards Subcommittee to review)

University-initiated Leave Policy Rationale:

Background from the *NACUA Notes: National Association of College and University Attorneys January 21, 2021 | Vol. 19 No.3, pg. 5.*

“In 2011, the Department of Justice (DOJ) amended the Americans with Disabilities Act (ADA) Title II regulations, which apply to public institutions of higher education.[5] The amendment mirrored existing Title III regulations, regulating private institutions as one form of a public accommodation, with respect to the concept of “direct threat,” and explicitly permitted institutions to address students who present a “direct threat” to others, while remaining silent on how to analyze a student who presents a threat of harm to him or herself. [6] Under both Titles II and III of the ADA, a direct threat is defined as a “significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services”[7]

There is no statement relating to a threat to oneself. That is where the statutory and regulatory law remains at this time.”

Since this time, institutions, including Utah State University, have attempted to determine, and to seek clarity, on “the federal government’s stance on institutional interventions to protect a student who is at high risk for self-harm. On January 26, 2018, a senior official from the U.S. Department of Education for the Office for Civil Rights (“OCR”) conducted a NACUA briefing moderated by Paul Lannon. The official underscored OCR’s commitment to working with postsecondary institutions in a manner that both respects the rights of students but also acknowledges the challenges that maintaining a student’s enrollment may present for the student, for other students, and for the broader campus community. The official clarified that OCR would not second-guess institutional decision-making in this area if in fact the campus followed certain guidelines, drawn from OCR’s existing resolutions and agreements.

The OCR official shared principles of best practice (hereinafter “OCR Principles”), including the following[8]:

- Postsecondary institutions are permitted to offer students mental health services.
- Campuses should consider what reasonable accommodations, if any, exist that would enable the student to remain enrolled and/or on campus[9].
- Colleges and universities should be cautious in addressing self-harming students through the student discipline system without first/also considering other forms of reasonable accommodation that might exist.
- Involuntary leaves of absence are permissible, but should only be considered as a last resort.
- Decisions to impose an involuntary leave of absence and any conditions for return must be determined on an individualized basis.
- Qualified personnel should be involved in reviewing clinical and medical information.
- Campuses may consider how the student’s behavior has impacted others.
- Campuses should invite and consider information provided by the student, including from the student’s care provider(s).
- Institutions should narrowly tailor requests for information from a student’s health care provider(s).
- Students should be accorded a mechanism for challenging the imposition of the leave and/or conditions for return.
- Institutional policies should be non-discriminatory on their face and applied equally to students with and without disabilities.
- Institutions may require that a student seeking to return submit an evaluation from the student’s providers(s) and may require the student to comply with a medically prescribed treatment plan.
- Institutions may impose behavioral contracts upon a student’s return and enforce their provisions.”

With this information in mind, since 2018, USU has worked with stakeholders to develop a policy that conforms with national best practices.

Certainly, USU aims to create a safe, inclusive, and supportive environment for all students to pursue their academic, intellectual and personal goals. The University values the health and safety of every individual in the University community. To that end, the University maintains a Behavioral Intervention Team (BIT), which is the centralized body for collecting, assessing, and addressing reports of concerning behavior and providing a safe physical and emotional environment for the University’s students.

When there is a health or safety threat or disruption, the University, at the recommendation of the BIT, may deem a University-initiated leave of absence or withdrawal necessary to successfully manage severe threats to safety, security, and well-being of the campus community and its individual members.

University-initiated leave or withdrawal are last resorts, which are generally considered only after voluntary actions by the student and reasonable accommodations are determined to be insufficient to address the threat or disruption. The determination to institute a University-initiated leave or withdrawal is made after an individualized assessment, which is a reasonable and fair evaluation of the student's unique needs and circumstances. This process carefully considers information provided by the student, medical providers, and others in determining if a University-initiated leave or withdrawal is necessary.

Factors considered during the individualized assessment may include, but are not limited to, the nature, duration, and severity of risk associated with a student's continued participation in University life; the probability that potential injury and/or harm will occur as a result of the student's continued participation in University life; whether the student is substantially impeding the education process or functions of other members of the University community; and whether the identified risks can be significantly mitigated through reasonable modifications of policies, practices or procedures.

Endnotes:

[5] Paul Lannon and Elizabeth Sanghavi, *New Title II Regulations Regarding Direct Threat: Do They Change How Colleges and Universities Should Treat Students Who Are Threats to Themselves?*, NACUANOTES, Vol. 10, Iss. 1 (Nov. 1, 2011).

[6] See 28 C.F.R. § 35.139 (Title II); 28 C.F.R. § 36.208 (Title III).

[7] 28 C.F.R. § 35.104 (Title II); 28 C.F.R. § 36.104 (Title III).

[8] A more thorough presentation of the guidelines is available on NACUA's website. See NACUA, "Principles for Students who Pose a Risk of Self Harm" (Jan. 26, 2018).

[9] As this Note will highlight, the consideration of reasonable accommodation prior to imposing an involuntary leave of absence on a student is a consistent theme of the agreements and the Stanford University Settlement Agreement and Policy to be discussed later.

[10] Case No. 02-14-2084, University of Rochester (August 25, 2014).

University-initiated Leave and Withdrawal: DRAFT (03-07-21)

Introduction

Utah State University aims to create a safe, inclusive, and supportive environment for all students to pursue their academic, intellectual and personal goals. The University values the health and safety of every individual in the University community.

To that end, the University maintains a Behavioral Intervention Team (BIT), which is the centralized body for collecting, assessing, and addressing reports of concerning behavior and providing a safe physical and emotional environment for the University's students. When an individual presents a health or safety threat or disruption, the University, at the recommendation of the BIT, may determine that a student be

required to take a leave of absence (University-initiated Leave of Absence) or to withdraw from courses (University-initiated Withdrawal).

Individualized Assessment

A University-initiated Leave of Absence or Withdrawal can only be required after the BIT has engaged in an individualized assessment. The determination to institute a University-initiated leave or withdrawal is made after an individualized assessment, which is a reasonable and fair evaluation of the student's unique needs and circumstances. This process carefully considers information provided by the student, medical providers, and others in determining if a University-initiated leave or withdrawal is necessary.

Factors considered during the individualized assessment may include, but are not limited to, the nature, duration, and severity of risk associated with a student's continued participation in University life; the probability that potential injury and/or harm will occur as a result of the student's continued participation in University life; whether the student is substantially impeding the education process or functions of other members of the University community; and whether the identified risks can be significantly mitigated through reasonable modifications of policies, practices or procedures.

University-initiated Leave of Absence or Withdrawal

University-initiated Leave of Absence or Withdrawal are last resorts. They will generally only be required after voluntary actions by the student and reasonable accommodations are determined to be insufficient to address the threat or disruption.

The University may initiate either a temporary leave of absence or withdrawal of a student when:

- a. There is a reasonable basis to believe, based on a case-by-case, individualized assessment of the student's behavior and other relevant information, that the student cannot safely and/or effectively participate in the University's academic programs and/or the residential life of the University, such that the student is not otherwise qualified to attend Utah State University without requiring a level of care the University cannot reasonably provide; or that student is not otherwise qualified to attend Utah State University without requiring a level of care the University cannot reasonably provide.
- (b) There is a reasonable basis to believe, based on a case-by-case, individualized assessment of the student's behavior and other relevant information, that the student poses a significant risk of threatening the health or safety of others; or causes or threatens to cause property damage; or engages in behavior that is unduly disruptive of others in the Utah State community. (Behavior that is "unduly disruptive" includes but is not limited to conduct that substantially impedes the emotional or physical well-being of others and/or the academic, extracurricular, or social activities of others. The University-initiated leave or withdrawal processes are invoked when these behaviors cannot be addressed through existing policies and procedures, including the [Disciplinary Procedures for Disruptive Classroom Behavior](#) as outlined in the Student Code).

Returning from University Initiated Leave of Absence or Withdrawal

When a student wishes to return to Utah State University after a University-initiated leave or withdrawal they must be authorized to do so by the AVPSA or designee. Decisions regarding readmission requests are made on a case-by-case basis and readmission is not guaranteed for Utah State University or to any specific academic program.

Additional information regarding the process and procedures related to University-initiated Leaves of Absence, including notice requirements and the challenge rights of a students placed on University-initiated Leaves of Absence and Withdrawals can be found [here](#).

Item #3 (sent to the committee via email by Fran Hopkin on March 9, 2021)

Proposal for Repeating Courses policy

Background:

Various questions have been raised over the last year regarding how many times students are allowed to repeat a course and, more importantly, the universities' ability to proactively advise students who attempt to repeat courses. The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). The total number of repeats allowed is limited to ten. Policy indicates students who exceed these limits will have an academic hold placed on their registration.

The efficacy of this policy has been questioned for quite some time. The Center for Student Analytics and the Office of the Registrar attempted to analyze the data related to repeats. The following is a summary of what was found:

1. We found no evidence that a 10 repeats overall threshold is valuable. Theoretically, we suspect it was a way of helping students transition away from a situation that wasn't going too well. However, SAP guidelines in the financial aid office already take care of that from a standpoint of Title IV funds. Also, if a student wants to use other sources of money to continue pursuing a degree, it seems confusing for USU not to let them.
2. While students have had to repeat a course for a second time roughly 20,000 times over the past three years, that number dramatically reduces for students who have to take a course for a third time (the current limit). The overall count of third attempts since Spring 2017 is 2336, and a proportion of those go on to earn successful grades.
3. Most interestingly, third-attempt enrollments are concentrated in only 22 courses, as follows (at least 10 students a year):

SUBJ	CRSE	Count of students TAKEN_3_TIMES since sp 17
MATH	1050	303
MATH	1010	129
MATH	0995	126
ENGL	1010	113
BIOL	2320	107
MATH	1060	97
PSY	1010	94
MATH	1210	84
MATH	1220	78
ENGL	2010	73
ACCT	2010	69
BIOL	1010	58
CHEM	1210	58
ECN	1500	47
CHEM	1010	43

ACCT	2020	43
BIOL	2420	41
CHEM	1110	39
STAT	1040	36
CHEM	1220	33
BIOL	1620	32
MATH	0950	30

4. Although the data also shows that there are diminishing returns, on average, for taking a course a fourth or fifth time, there are still students who go on to earn a successful grade. As such, we may be more successful taking a proactive, rather than reactive approach, in encouraging advisors to show this data to their students upon a third attempt, a fourth attempt, and so on.

It is proposed to adopt an appreciative advising approach and use an advising hold that requires students to meet with their academic advisor and determine if an alternate major would be more appropriate (requiring different courses), given their struggles with a particular course or set of courses.

Previous Language:

Repeating Courses:

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class.

The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration.

Proposed Language:

Repeating Courses:

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student

desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is **not** limited. ~~to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class.~~ However, the academic unit associated with the student's major has the authority to determine consequences of exceeding two attempts (once plus one repeat) of the same class. These actions may include one or more of the following but are not limited to: placing an advising hold (which prevents registration) on a student's record, requiring a meeting with an academic advisor, requiring dean approval for additional registrations of the class, and/or requiring a change of academic program.

~~The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration.~~



GENERAL EDUCATION COMMITTEE

Date

8:30 a.m. – 9:30 a.m.

Zoom Meeting

- Present:**
- *Lee Rickords, College of Agriculture and Applied Sciences (Chair)
 - *Greg Podgorski, College of Science
 - *Matt Sanders, Connections
 - *Dory Rosenberg, University Libraries
 - *Robert Mueller, Statewide Campuses/Communications Intensive
 - *Charlie Huenemann, Humanities
 - *Ryan Bosworth, Social Sciences
 - *Toni Gibbons, Registrar's Office
 - *Mykel Beorchia, University Advising
 - *Kristine Miller, University Honors Program
 - *John Mortensen, Academic and Instructional Services
 - *Thom Fronk, College of Engineering
 - *Steve Nelson, USU Eastern
 - *Daniel Holland, Jon M. Huntsman School of Business
 - *David Wall, Creative Arts
 - *Harrison Kleiner, College of Humanities and Social Science
 - *Lawrence Culver, American Institutions
 - *Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
 - *Paul Barr, Office of the Executive Vice President and Provost
 - *Ryan Dupont, Life and Physical Sciences
 - *Michelle Smith, Secretary
- Excused:**
- Daniel Coster, Quantitative Literacy/Intensive
 - Christopher Scheer, Caine College of the Arts
 - Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
 - Sami Ahmed, USUSA President

Call to Order – Lee Rickords

Approval of Minutes – February 16, 2021 (Box link:
<https://usu.app.box.com/file/776705301545>)

Motion to approve the date minutes made by Bob Mueller
Seconded by Kristine Miller
Approved unanimously by voting members

Course Approvals/Removals/Syllabi Approvals <https://usu.curriculog.com/>

ENVS 4550 (QI) Lee Rickords (in lieu of Daniel Coster)
Recomended by Lee Rickords
Secoded by Greg Podgorski
Approved unanimously by voting members

Discussion

Lee represented Daniel Coster who was unable to attend the meeting. Claudia Radel would be able to answer any questions.

Greg explained that he approves the course but the course description in the catalog will need to be updated. It only addresses the week-long course, but excludes the Logan campus semester-long segment.

Claudia explained the course description was submitted to the course Curriculum Committee and EPC and will be updated for the next academic year's catalog. It will also include adjustments to prerequisites.

Bob asked about the length. His concern was whether students would be doing the same amount of work in that week as is required or will be accomplished within a semester.

Claudia explained that the eight days are all day long (eight hours per day). If it qualifies as a three-credit course, it qualifies for length of time, and so it should qualify for a designation. If the committee wants to look at specific delivery types to limit for designations, that is something to address at another time. But as for now, all delivery types are open for designations.

Business

Implementation of CI Outcomes (Harrison Kleiner and Bob Mueller)

With CL outcomes defined for ENGL 1010 and 2010, the instructors of those two courses will be trained for Fall. CI is more of a challenge for training instructors in the new outcomes because there are instructors in every college statewide. That makes rolling out the implementation of CI outcomes more difficult. They are going before the EPC this month. Once the new CI outcomes are official, the Communications Committee was concerned that rolling out the new outcomes to CI faculty this semester would not have good reception across campuses due to the level of this academic year's challenges.

Another issue with implementing CI outcomes effectively has to do with the class size of CI courses. Some are as low as 25 students and most have less than 40 students, but there is one course with 400 students and a number of courses with 150 students. These larger courses have one or two TAs. A faculty member could not realistically be expected to deliver on new CI outcomes without a better student-to-instructor ratio, such as a 30 to 35 student-faculty ratio. The process of rolling out CI outcomes involves a broader conversation on how to support faculty. There are several courses that would need a better instructional support in order to deliver a high quality CI course.

Bob explained that they don't want to just broadcast the outcomes and expect the faculty to implement them in the same year. There isn't a lot of thought within some CI courses to approach the CI outcomes as a progression from CL 1 to CI. The Communications Committee

has to think about how to handle the vast amount of CI courses already available and the prospect of new CI courses added each year. The Provost's Office would be overwhelmed if everyone asked for TAs and UTFs to help implement the outcomes. The question is how to bring CI courses up to the standard in stages.

Harrison said they are evaluating methods to provide more faculty support by looking at the Writing Center and the Writing Fellows Program. For a \$10 - \$15 course fee, you could have a Writing Fellow in the course. The Writing Fellow could provide extra writing time with students. Some courses assign a lot of writing but don't teach writing. They aren't intentionally designed to teach those skills. So there are several ways to approach implementation but it will be a work in progress.

DHA, DSC, DSS, QI, and CI are not Gen Ed courses, they are University Studies courses. Gen Ed are determined by R470. University Studies are a USU requirement not a USHE requirement. USU is the only university that has our unique University Studies requirements. The Communication Committee has requested that CI courses be brought within the Gen Ed assessments this fall to help evaluate what types of support the faculty would need and how the courses are fitting within the Gen Ed requirements.

Harrison and Bob would like feedback on how the Gen Ed Committee would like to see implementation of CI outcomes.

Bob said a few years ago, there were members on the Gen Ed Committee who said their instructors aren't trained to help with feedback on teaching writing and look to CI courses to help teach writing skills. He wants to see how all the colleges and departments with CI courses would prefer to have students learn writing since all majors include CI courses. Bob has also talked to Lee about expanding the CI committee to include a broader pool of members.

Harrison said that they did have CI instructors from every college participate in developing the outcomes who could be added to the Communications Committee.

Lee said it's obvious it will take a few years to implement CI outcomes. He asked about the timeline the Communications Committee anticipates would be necessary.

Harrison said they discussed it but they haven't worked out a timeline. They have started the conversation within English to examine supports. They are trying to identify courses such as one in Ag where they have been inventive with ways to give students feedback. They are trying to identify Best Practices courses within each college to add as examples on the website but they won't have data until next January. They hope to have these ideas in place by next year. Some programs will have CI courses with high student class sizes. That's the nature of the problem – they can't cause a bottleneck. The idea for the assessment plan is to work for continual improvement. By this time next year the Communications Committee will have conclusions from the assessment data and ways to implement them in the following year.

Bob explained that right now the Communications Committee doesn't have a lot of data. Courses are assessed with how they achieve CI outcomes. With the new outcomes, some instructors may ask to remove the CI designation. But the outcomes will also help with improving standards for instructors to achieve and assist them with meeting goals. The next steps are to gather data and then disperse information on the new outcomes. This will be a phased approach. It will be a deliberate but not a fast process.

Harrison said that they want to identify ways for instructors to add support to their courses rather than just throw out the standards and hope they are implemented.

Kristine said that while one piece could be the Writing Center, students cannot be the ones to teach other students to write. Even the best students in peer mentoring roles cannot really teach writing. Assessing the current CI courses is a good idea to start with. The committee may also want to look at outcomes on when peer mentoring is used and identify best and worst practices on peer mentoring. But some faculty might look at peer mentoring as their solution to meet CI outcomes so it would be important to be clear on what faculty can and cannot do to teach writing.

Harrison said that Writing Fellows are only part of the solution that Writing Fellows and UTFs create additional work for faculty and should not be the only approach. Faculty should not offload meeting CI outcomes to another source.

Matt asked that if there was a way for associate deans could help with implementation in their colleges. Department heads could be shown the outcomes in August and told that the outcomes would be the standard to reach within the next couple of years. Those that are doing well could be identified and those struggling could be looked at by deans to explore how to help those instructors/courses that are struggling with some extra support and test some solutions. They could find some models to help improve courses in focused areas.

Harrison said that he and Bob could work to develop a more defined timeline to give deans and department heads ways to start working on these outcomes.

Harrison asked when the committee will implement the Gen Ed Assessment Plan. Will they vote on it or is it something to look at and begin doing?

Lee said that since the committee decided to have assessments for Gen Ed a few years ago, it could be looked at that way, but the committee could take a vote to implement it for the record and it would start in the Fall.

Motion made to establish an assessment for all CI courses to begin Fall 2020 to collect data and inform faculty of student outcomes by Bob Mueller. Lee, Harrison, and Bob clarified it would be a multi-year assessment in perpetuity.

Harrison seconded the motion.

Greg asked for clarification if the assessment is intended for student outcomes or the assessment of outcomes taught within the Gen Ed courses.

Harrison outlined the process for assessment and explained CI assessments would follow the Gen Ed assessment model in place.

Motion approved unanimously by voting members

The Gen Ed Assessment Report

Harrison said he'd email the Gen Ed Assessment Report later that morning. He explained some of the report content.

This is the second year of the Gen Ed Assessment plan. They faced difficulties collecting data the first year so they didn't write a report. They will work on having a better experience the second year. Methods to improve data collection include:

The assessment was moved to a calendar year.

The assessment was moved to annual reporting.

The assessment will no longer use second scoring.

Second scoring – where Gen Ed committee members review artifacts/assignments from students and score them again as a measure of how faculty are implementing their outcomes – was hard to assess since the data, scores from papers, scores from quizzes, etc. didn't get pulled over using Portfolium from Canvas to review. Some designations were not properly assessed as a result. The committee is having to come up with another way to collect data for looking at the outcome.

Data collection on assignments was changed to follow submission date, but they found some faculty are creating dummy assignments for a variety of reasons (dummy assignments are assignments not submitted within Canvas but that have a due date). 30% – 40% of assignments were not pulled over from Canvas. So John Louviere and Peter Crosby are working on how to pull data from Canvas to get a pre- and post-score on assignments students must do for their Gen Ed designation courses.

They want to look at equity gaps but the data set this year was too limited to get a good picture of that. The data took a broad look at how Gen Ed is impacting students. The report is only able to look at some of the assignments due to limitations from collecting data.

Harrison showed the committee how the data they collected from this past year showed the progress of students. It showed that 91% of students were considered proficient at the start of the semester so it was hard to show progress throughout the course.

The IDEA assessments asked students to rate their perceived progress and the scores showed how much progress they felt they made. The overwhelming majority of students felt they had made progress and feel like they are learning.

The two pieces of data show that students feel like they are learning but instructors didn't feel like their students were learning since they scored their students so high in the beginning of the course there wasn't much room to improve.

Harrison drew some conclusions and some good news. When he went to 19 departments that teach 80% of Gen Ed courses and met with faculty, he asked if they'd seen the rubric before. Almost all Gen Ed instructors were ignorant of the learning outcomes they were to achieve in their Gen Ed course. Only 15% knew they existed. Now they are more aware. And that was one goal of the plan – to make faculty and students more aware and for faculty to be more intentional in their teaching.

One takeaway from the report is the need for professional development to help faculty understand what the rubric means. Faculty are scoring too generously.

A second item of business on the report is a request for the designation committee chairs to share the report with their subcommittees and ask them to reflect on it. Then they should talk about what kind of professional development will need to be implemented to help faculty achieve the outcomes.

Claudia asked whether we know how many assessed courses used an early assignment versus a true pre-test? An early assignment might result in assessment after teaching students to have success on that assignment so the skills of students are not captured the way a pre-test would.

Harrison said they don't know that information. There is not a way to poll for that data.

Claudia said that she based her assessment in her course on the first exam and a final exam. She doesn't know how widespread the early assignment vs pretest is used by faculty.

Harrison said that students would be scored well if they met where you want them to be based on the first quarter test. Scoring the assessment only works on the rubric if student outcomes are looked at based on where they are at week two and were they able to achieve where you want them to be at the end of the semester.

Claudia questioned on how to look at student progress using assessments throughout the semester. In her course, she uses unit assessments. There was not a true pre-test. She thought she was looking at her teaching within relation to the rubric but realizes she was basing her analysis of the outcome based on the content she had taught in that first unit.

Bob said that he looked at his assessment on how students scored on their first paper vs their last paper. He realized that he needs to have a real pre-test and post-test set up. His students already had five weeks of instruction before their first paper. He wondered why his data didn't show a marked shift or improvement over time. Now he understands why that is happening based on Claudia's comments.

Harrison said the true way to assess is to have a universal pre-test and post-test for all classes. Those tests would not be tailored to particular content but assesses universal skills. Those tests aren't popular because instructors feel such tests introduce an outside influence on what their content should be. Faculty need to separate assessment of the rubric from the grades of students. For the sake of the criteria in the rubric the students need to be scored on a fixed expectation both in the beginning and end of the course.

Harrison said the homework is for area committee chairs to share the report to their area committee, discuss the report, and draw conclusions from the report to look at what professional development needs to be implemented for instructors to improve courses or at least improve the Gen Ed Committee's ability to collect assessment data. Then each committee chair should email Harrison with any recommendations and also bring them to the April meeting. Harrison will use the feedback to work on seminars that will be offered to faculty teaching courses in the fall.

Adjourned at 9:23

Communication (CI - CL2 - CL1) Outcomes Rubric

Criteria	CI Milestone	CL 2 Milestone	CL 1 Milestone		
Students will learn to:					
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate a skillful ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences the discipline may need to address.	Demonstrate an effective ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate an adequate ability to write, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate a partial ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate a beginning ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate a skillful ability to communicate and express orally, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the communication to different audiences the discipline may need to address.	Demonstrate an effective ability to communicate and express orally, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate an adequate ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate a partial ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate a beginning ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	Demonstrate a skillful ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate an effective ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate an adequate ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate a partial ability to reflectively engage with feedback from an informed audience to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate a beginning ability to understand feedback from an informed audience that could be used to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose).
4. Develop an ability to intentionally craft language for one's purposes.	Demonstrate a skillful ability to craft language intentionally, using syntax and word choice appropriate to the discipline, that conveys meaning with clarity and fluency to various audiences.	Demonstrate an effective ability to craft language intentionally, using syntax and word choice appropriate to the audience, that conveys meaning with clarity and fluency to various audiences.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a beginning ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.
5. Engage with credible and relevant texts and sources appropriate to audience and purpose.	<i>In their major, students will further develop their ability to thoughtfully engage with and incorporate credible and relevant sources in disciplinary-specific ways.</i>	Effectively identify and distinguish between different kinds of credible and relevant sources; consistently incorporate sources to support ideas by intentionally summarizing, paraphrasing, and/or quoting relevant material; and appropriately cite sources.	Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources.	Begin to identify credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may or may not consistently cite sources.	Begin to identify sources, but sources may not be credible or relevant; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may begin to cite sources.

Communications Intensive (CI) Rubric

Criteria	CI Milestone	CL2 Milestone	CL 1 Milestone
Students will learn to:	The student who achieves proficiency will:	The student who approaches proficiency will:	The student who lacks proficiency will:
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate a skillful ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences the discipline may need to address.	Demonstrate an effective ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate an adequate ability to write, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate a skillful ability to communicate and express orally, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the communication to different audiences the discipline may need to address.	Demonstrate an effective ability to communicate and express orally, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate an adequate ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	Demonstrate a skillful ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate an effective ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate an adequate ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.
4. Develop an ability to intentionally craft language for one's purposes.	Demonstrate a skillful ability to craft language intentionally, using syntax and word choice appropriate to the discipline, that conveys meaning with clarity and fluency to various audiences.	Demonstrate an effective ability to craft language intentionally, using syntax and word choice appropriate to the audience, that conveys meaning with clarity and fluency to various audiences.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.

Communications Literacy 2 (CL2) Rubric

Criteria			
Students will learn to:	The student who achieves proficiency will:	The student who approaches proficiency will:	The student who lacks proficiency will:
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate an effective ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate an adequate ability to write, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate a partial ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate an effective ability to communicate and express orally, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate an adequate ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate a partial ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	Demonstrate an effective ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate an adequate ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate a partial ability to reflectively engage with feedback from an informed audience to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.
4. Develop an ability to intentionally craft language for one's purposes.	Demonstrate an effective ability to craft language intentionally, using syntax and word choice appropriate to the audience, that conveys meaning with clarity and fluency to various audiences.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.
5. Engage with credible and relevant texts and sources appropriate to audience and purpose.	Effectively identify and distinguish between different kinds of credible and relevant sources; consistently incorporate sources to support ideas by intentionally summarizing, paraphrasing, and/or quoting relevant material; and appropriately cite sources.	Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources.	Begin to identify credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may or may not consistently cite sources.

Communications Literacy 1 (CL1) Rubric

Criteria	CL 1 Milestone		
Students will learn to:	The student who achieves proficiency will:	The student who approaches proficiency will:	The student who lacks proficiency will:
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate an adequate ability to write, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate a partial ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.	Demonstrate a beginning ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate an adequate ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate a partial ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.	Demonstrate a beginning ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	Demonstrate an adequate ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate a partial ability to reflectively engage with feedback from an informed audience to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.	Demonstrate a beginning ability to understand feedback from an informed audience that could be used to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose).
4. Develop an ability to intentionally craft language for one's purposes.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a beginning ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.
5. Engage with credible and relevant texts and sources appropriate to audience and purpose.	Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources.	Begin to identify credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may or may not consistently cite sources.	Begin to identify sources, but sources may not be credible or relevant; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may begin to cite sources.

USU General Education and University Studies in Communication

The sequence of communication courses is meant to help students achieve proficiency in both written and oral communication. A general education in communication will teach students to:

- Write and speak with purpose, engaging with texts or source material, to different audiences while negotiating various genre and disciplinary conventions.
- Engage in an iterative process of improving communication and applying feedback from an informed audience.
- Develop an ability to intentionally craft language for a variety of purposes.
- Engage with texts or source material.

There are three levels of the curriculum in the communication sequence: Communications Literacy 1 (CL1), Communications Literacy 2 (CL2), and two Communications Intensive (CI) courses. This is an intentional sequence of courses, and each is meant to follow and build upon the course that came before it.

CL (lower-division) courses focus on foundational communication skills that are portable across disciplines and audiences as well as foundational information literacy skills. Given these goals, CL courses should not be major-specific or tied to disciplinary-specific modes of communication.

CI (upper-division) courses focus on communication within a discipline with a strong emphasis in both written and oral communication, and so tend to focus more narrowly on disciplinary audiences and conventions. Given these goals, ideally the CI courses will be built into a student's major.

Proposals for these courses will be evaluated according to the above criteria as well as the following rubrics. The proposal memo should explain in detail—with reference to the syllabus—how the instructor intends to satisfy these criteria and achieve these outcomes. All courses must meet all of the goals.

PROV - Career Services - Career Design Center

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

PROV

DEPARTMENT (include all cross listed departments)*

Career Services

Current Title (if applicable)*

Career Services

Proposed Title* Career Design Center

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 000000

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

Type of Degree: (BA, BS, none etc.)*

Request

Step 3: Select the Type of Change Being Requested.

- New Academic Program:**
- ☐ Certificates of Completion (including CTE)
 - ☐ Certificates of Proficiency (including CTE)
 - ☐ Institutional Certificate of Proficiency
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attach signed MOU)
 - ☐ Post-Baccalaureate
 - ☐ Post-Masters Certificate

- Existing Academic Program Changes:**
- ☒ Name Change of Existing Program
 - ☐ Program Restructure (with or without Consolidation)
 - ☐ Program Transfer to a New Academic Department or Unit
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☐ Reinstatement of Previously Suspended Program
 - ☐ Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- ☒ Name Change of Existing Unit
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure (with or without Consolidation)
 - ☐ Administrative Unit Suspension
 - ☐ Administrative Unit Discontinuation
 - ☐ Reinstatement of Previously Suspended Administrative Unit
 - ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* **Request:** Career Services at Utah State University is requesting a name change to better reflect the work and services provided by the Center. The proposed new name is Career Design Center.

Section II: Program Proposal

Proposed Action & Rationale*

Rationale: This unit has recently undergone a significant leadership change following the retirement of a long-term director. Additionally, there has been a lot of national conversation about student success and the role that career education plays in this success. Therefore, the career coaches, in conjunction with the interim director, have been conducting research into best practices and have been holding strategy sessions to reimagine career education at Utah State University. The objective of the career services unit is to empower all students to design their career paths through university-wide career education, experiential learning, and post-graduation opportunities by organizing and designing new services around the following student themes:

- **EXPLORE MAJORS & CAREERS - Major Exploration & Declaration**
 - Through a strong partnership with University & Exploratory Advising, students will have access to on-demand and guided learning. This education will help students develop a stronger understanding of their skills, personality, and interests and how they relate to choosing a major and designing a career path(s).
 - This process will include a credit-bearing course, an open Canvas course, and strategic touchpoints with career services and exploratory advising.
- **EXPERIENTIAL LEARNING - Enhanced Preparation for Post-Graduate Experiences**
 - Career Services will strive to engage all students in experiential learning through academic as well as extracurricular activities. Academic activities include internships, practicum, field work, etc. Extracurricular activities include volunteer work, on-campus and off-campus employment, and leadership opportunities engaged in during their studies.
 - Focused on helping students design career paths that lead to their success, this focus on experiential learning will educate students on the importance of experiential opportunities, how to obtain these opportunities, and how to reflect and move forward in their career design.
 - This process will include a mix of guided and on-demand learning. Examples include a credit-bearing course, an open Canvas course, guidance on topics such as the job search, resume writing, interviewing strategies, employer engagement through events such as career fairs, and access to a career design specialist.
- **LAUNCH & PIVOT - Post-Graduation Maintenance**
 - Students will have education on and access to the tools needed to secure post-graduation opportunities that are related to their career goals. This process will help students navigate the job search and understand ongoing career design as alumni.
 - This process will include a credit-bearing course, guidance on topics such as the job search, resume writing, interviewing strategies, offer negotiation, graduate school application preparation, employer engagement through events such as career fairs, and access to a career design specialist.

This new proposed name will accurately reflect the strategic new value propositions for career education that include a revised mission/objective statement, reimaging career education resources so that they are flexible and scalable, and developing new technology tools to improve and expand. This will ultimately improve the expansion to support the students and key partners.

Another prominent change to the unit is the title for the career coaches. Moving forward they will be called "Career Design Specialists," which better reflects the role they will have moving forward.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

The newly reimagined Career Design Center focuses on ensuring that all USU students receive career education. Analytics will be used to identify students who have historically been less likely to seek services (i.e., marginalized populations, including first generation students). The Career Design Specialists will be proactive in inviting these students to receive this education. Eventually, the career education will be built into existing academic programs to ensure that all students receive it. Assessments will be used to improve services going forward.


Finances*

Budget: This proposed name change will not require additional funding. The following budget will be used going forward.

Budget Category	Total		Title	Budget
Benefited staff salaries	\$445,593.00		Assistant Director	56,000.00
Staff benefits	\$204,972.00		Career Services Spec II	37,000.00
Director communication allowance	\$ 960.00		Career Services Spec II	36,000.00
Staff hourly wages	\$ 40,220.00		Program Coordinator II	31,000.00
Staff hourly benefits	\$ 3,338.26		Career Services Spec II	53,000.00
Office Supplies and operating expenses	\$ 58,000.00		Career Services Spec III	57,000.00
Computer Equipment and Software	\$ 14,000.00		Coordinator SR	10,000.00
Telephone	\$ 5,700.00		Executive Director	70,000.00
Travel	\$ 12,000.00		WR Faculty Reserve	19,000.00
Employee Training and Memberships	\$ 12,000.00		Coordinator SR	20,000.00
Annual Grand Total	\$778,123.26		Program Coordinator II	10,000.00
			Career Services Spec II	40,000.00
				445,593.00

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.



GENERAL EDUCATION COMMITTEE

April 20, 2021
8:30 a.m. – 9:30 a.m.
Zoom Meeting

Present:

- *Lee Rickords, College of Agriculture and Applied Sciences (Chair)
- *Christopher Scheer, Caine College of the Arts
- *Greg Podgorski, College of Science
- *Matt Sanders, Connections
- *Dory Rosenberg, University Libraries
- *Charlie Huenemann, Humanities
- *Ryan Bosworth, Social Sciences
- *Toni Gibbons, Registrar's Office
- *Mykel Beorchia, University Advising
- *Kristine Miller, University Honors Program
- *John Mortensen, Academic and Instructional Services
- *Thom Fronk, College of Engineering
- *Daniel Coster, Quantitative Literacy/Intensive
- *Harrison Kleiner, College of Humanities and Social Science
- *Lawrence Culver, American Institutions
- *Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
- *Paul Barr, Office of the Executive Vice President and Provost
- Michelle Smith, Secretary

Excused:

- David Wall, Creative Arts
- Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
- Sami Ahmed, USUSA President
- Ryan Dupont, Life and Physical Sciences
- Robert Mueller, Statewide Campuses/Communications Intensive
- Steve Nelson, USU Eastern
- Daniel Holland, Jon M. Huntsman School of Business

Call to Order – Lee Rickords

Approval of Minutes – March 17, 2021

Motion to approve the date minutes made by Ryan Bosworth

Seconded by Christopher Scheer

Approved unanimously by voting members

Course Approvals/Removals/Syllabi Approvals <https://usu.curriculog.com/>

SOC 3430 (DSS)Ryan Bosworth
Recomended by Ryan Bosworth
Secoded by Greg Podgorski
Approved unanimously by voting members

Business

General Education Assessment Report Feedback Harrison Kleiner

Harrison explained his homework to committees about providing feedback. He heard from BAI and BHU committees via email.

Feedback provided will be used for developing professional support in the fall.

Lee asked about the comment Lawrence mentioned from a faculty member who was critical of the report. Did the faculty member realize the assessment report was necessary for accreditation?

Lawrence explained the criticism was that the university doesn't put enough resources and funds into developing useful assessments and that only a few courses should be assessed. There should also be compensation for faculty who provide feedback.

Harrison said that he appreciates the feedback and comments. It seems that some faculty don't realize the need for assessments. Some faculty may not realize the assessment of education is part of their job. It would be nice if faculty would see the assessment as a way to evaluate their teaching and find room for improvement. Not everyone has that attitude.

Lee explained his question is from the viewpoint that there is a misconception from some faculty that they can do whatever they want and there isn't a requirement from accreditation or need to show improvement in teaching and learning.

Harrison said that there is an information campaign that needs to be done with faculty so there is accountability for student learning. Demonstrating that accountability is a requirement that has increased over the last decade and will only increase more in the future. USU will be required to look at demographics and equity gaps and how to address them. He is hopeful faculty will be interested in identifying challenges in equity and find ways to improve. The assessment of student learning will remain part of education. The comment that students and faculty should be compensated indicates that faculty don't see that it is part of their job.

Lee said that USHE will have more emphasis on assessment and faculty understanding their role in assessment.

Kristine said that there are two ways to look at assessment and one is to look at how learning outcomes are affecting student learning in their class. The other way is to look at the university's job of assessing the outcomes. Kristine says that faculty aren't the ones solely at fault. They use assessments to figure out how to realign or change their courses. Administration has the job of interpreting and helping faculty use outcomes.

Harrison said he is not faulting faculty. It is faculty's job to assess outcomes, and administration's job to look at outcomes and develop professional development for faculty to improve outcomes.

Kris said professional development should end up looking at how faculty approach teaching the outcomes. Faculty teaching courses with a particular rubric outcome should look at what they have in common and talk to each other about how they are teaching it.

Harrison said that faculty needed basic training in assessment. His problem was that 90% of BHU faculty said that student had master at the start of the class according to the report. It means that faculty aren't looking at approaching the assessment with a measure of how to rate student success.

Kristine said that faculty should be trained to look at ways to develop common assignments to help students progress to achieve rubric outcomes.

Charlie pointed out that the report showed that BHU's 90% proficiency rate at the start of the semester had dropped to 85% by the end of the term.

Lawrence said that raises the question on how faculty well faculty are being prepared to design exercises, when they should be assigned, and how students complete their assignments. He received informal feedback that it would be great to see examples of what this might look like. Successful examples might help faculty have more confidence to know what to do.

Nominations/Election of General Education Subcommittee Chair Lee Rickords

Lee explained it is a requirement to nominate and vote on committee chairs.

Harrison nominated Lee Rickords.

Matt made a motion to re-appoint Lee Rickords as chair. Seconded by Thom.

Voting was unanimous by voting members.

Paul expressed his thanks for Lee serving as chair for another year.

Lee also thanked those on the committee for all the work they are doing and have done.

Lee also said that committee members will be assumed to continue serving next year. If they are not serving, please let Michelle Smith know.

Gen Ed Appeals to Excuse Depth Requirements and Minors..... Harrison Kleiner

Harrison said that he gets Gen Ed appeals asking to be excused from a depth requirement. Their justification is that they are a History major with a Biology second major. The advisor asked that the depth science requirement be excused. For this case it's easy to excuse the requirement. However, if it was a minor, it would be more difficult to waive the requirement. He would like to develop some major/minor combinations where some depth requirements might be waived and wanted feedback from the committee.

Charlie said that he is inclined to agree with Harrison that a minor would be a reason to waive a requirement. If a student has a major or minor in a field, the student has had more exposure and that addresses the purpose of a depth course.

Christopher asked how many minors are made up of depth classes. If a minor contains mostly depth classes, the waiver is a moot point, such as with Music classes.

Harrison said that one way to address it is to use the list of depth courses as alternatives for how to plan a minor. A minor is typically six classes. Surely six classes adds up to a depth course.

Lee said that the point of a minor is to get depth and breadth in another discipline.

Mykel said that logistically with the advising community, there are 90 advisors and they don't have programming in DegreeWorks or reports to tell who has which minor to exempt. Is this going to be a rule or exception and whose responsibility will it be to initiate the question – advisor or student?

Toni said that they could program DegreeWorks to automatically waive requirements and it could be part of the catalog. It would be another year before it could be programmed into the catalog.

John pointed out that the old catalog said that there was a way to waive breadth requirements. (He read the wording in the catalog.) There are exceptions for breadth that could be addressed by advisors, could there be exceptions for depth?

Harrison said that Mykel's question addresses equity – did an advisor or student realize how to ask for an exception? Coding exceptions in the catalog would be the best way to address it. He will work with vice provosts and then work on the issue with Toni and John for the fall of 2022.

Adjourned at 8:59 a.m.

ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting held March 11, 2020 from at 3:00 p.m. via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Dan Coster, College of Science
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Porter Casdorph, USUSA

Guests:

- Claudia Radel
- Krystin Deschamps
- Chelsey Ritner
- Cliff Parkinson

AGENDA

1. New Business
 - a. Proposed amendment to valedictorian selection criteria in the Catalog, presented by Dr. Claudia Radel.
 - i. Dr. Claudia Radel represented the associate deans to address the subcommittee regarding the possibility of amending the valedictorian selection criteria verbiage in the Utah State General Catalog. She noted that the current language could be confusing regarding the role of the overall GPA versus the USU GPA in selecting a valedictorian. She noted that there may be some discrepancies between current selection processes and what the catalog outlines. The associate deans would like to create additional flexibility in terms of diversifying selection criteria among the colleges.

The subcommittee discussed what other individuals outside of the associate deans had examined the proposed changes. Fran Hopkin stated that college representatives knew that the conversation was being circulated, and Claudia mentioned the associate deans' stake in the verbiage due to their task of guiding valedictorian selection on behalf of their deans.

Claudia highlighted that some of the proposed changes would include clarifying GPA specifications and removing the tiebreaker wording. The latter initiative is proposed to increase the flexibility in how other factors outside of the GPA are weighted. The subcommittee discussed wording in the current language that may be obsolete, including the mention of correspondence courses.

Renee Galliher inquired about the possibility of wordsmithing the current language, as well as what other stakeholders needed to be brought in to the conversation. The subcommittee determined that they would like to obtain student feedback about the proposed amendments before bringing the motion to the Educational Policies Committee. The subcommittee favored seeking the approval of the Executive VP of USUSA (the subcommittee's student representative) as a means to obtain student feedback.

The subcommittee discussed the role of internships in the selection criteria and determined that this varies among colleges. Claudia recommended removing the sixth item in the selection criteria. Renee proposed that the motion could be forwarded to the EPC upon removing the sixth item and Renee obtaining the feedback from the subcommittee's student representative.

- ii. *Motion to support this proposal made by Sterling Bone. Seconded by Fran Hopkin. The vote was unanimous for all present, and Renee and Robyn will forward the adjustments to Dan Coster for his approval.*
- iii. Addendum added 3/29/21: The student representative did not respond to the committee's outreach regarding this proposal. Renee Galliher would like to move this item on to the EPC as the EPC also has a student representative.

b. University-initiated leave and withdrawal policy proposal, presented by Krystin Deschamps.

- i. Krystin Deschamps presented the proposal to create a university-initiated withdrawal policy. Krystin discussed recent changes in the Office of Civil

Rights (OCR) allowing the implementation of such a policy. Krystin discussed the university's liability in situations concerning suicide and suicide attempts, as well as the disruption for surrounding students. Fran Hopkin expressed his appreciation and support of the current proposal. He inquired about the registration status and admission status of those students who would be subject to this policy.

Cliff Parkinson addressed the option of putting students on university-initiated leave of absence or withdrawal, depending on the severity of the situation. The subcommittee expressed their desire to become more familiar with the circumstances surrounding the distinguishing criteria. Chelsey Ritner and Cliff Parkinson discussed the case-by-case process of making determinations for individual students, both from a healthcare perspective and from an OCR perspective.

Krystin and Renee discussed suitability of having a more generalized policy in the catalog and having specifics posted on the Behavioral Intervention Team (BIT) website.

Renee noted a repeated sentence in the proposal. Cliff and Krystin agreed that the duplicate sentence should be removed. Renee proposed to have the complete procedures document forwarded to the subcommittee via email, after which the subcommittee would cast a vote on approving it to the EPC level via email. Fran Hopkin and Sterling Bone expressed their support of this motion. Krystin and Cliff will distribute the full policy to the subcommittee. The subcommittee will subsequently determine their vote via email.

- ii. Addendum added 3/29/21: Renee Galliher reached out to Krystin Deschamps regarding distributing the full policy to committee members. Renee will report updates on this item at the EPC meeting on April 1, 2021.
- c. Repeat policy discussion, presented by Fran Hopkin.
 - i. Fran Hopkin presented amendments to the current university repeat policy. He discussed the background of the policy, the difficulty of enforcing the current policy, and the current policy's effect on student success. Fran noted that there is currently no evidence to support the 10 repeat threshold. Fran noted that students were much more likely to repeat a course a second time than they were to repeat it a third time. Fran proposed to insert language that would give the academic departments more autonomy in helping students who repeat courses

multiple times. He mentioned the ability of academic advisors to run reports and advise students per their individual situations.

The subcommittee discussed the various roles of academic advisors and departments in helping students navigate multiple repeats. Mykel Beorchia expressed her support of having the policy enforcement come from the academic units. She mentioned that many of the academic processes currently in place could be utilized to locate students who may be in need of additional help or consideration.

The subcommittee discussed advisor and instructor roles in student success. Fran mentioned that current advisor platforms could be modified to additionally identify students at risk of not persisting or graduating. Mykel discussed the current repeat policy's role in decisions made by the admissions committee.

Fran mentioned that departments would maintain their autonomy in enforcing repeat policies as they have outlined. The subcommittee discussed which department should be making repeat decisions for students: the student's major department, or the department offering the courses that are being repeated. The subcommittee determined that the student's major department should be empowered to make decisions regarding students' repeated courses and how to direct their students.

Renee proposed approval of the proposed changes with modifying the last sentence to reflect, "determine by the academic unit associated with the student's major."

- ii. *Motion made by Kacy Lundstrom. Seconded by Mykel Beorchia. The vote of all present was unanimous.*

Adjourn: 4:25 p.m.

Item #1

Background and intention for the proposed Catalog change

Brought forward to Academic Standards by Dr. Claudia Radel, on behalf of CAAD, 3 March 2021

Proposal. To revise the Catalog page that outlines the criteria for the college selection of valedictorians to make it more in line with shared and diverse practices in the colleges:
<https://catalog.usu.edu/content.php?catoid=12&navoid=3163&hl=valedictorians&returnto=search>

Background and Process. In Spring 2020, the USU Council of Academic Associate Deans (CAAD) started a discussion of college practices related to the selection of valedictorians and the relation of these college practices to the criteria detailed in the Catalog. QCNR Associate Dean Claudia Radel brought this discussion to her colleagues on CAAD based on her concerns that college practice did not fully reflect what is detailed in the USU Catalog, leading to the possibility of grievance by a student not selected (but considering him or herself the rightful selection based on the catalog language). Discussion in the group led to a collective decision to work on potential revisions to bring the described practices in the Catalog better in line with current processes of valedictorian selection in the colleges, but also to clarify the language in the Catalog to address confusion in how to interpret the current language.

Associate Dean Radel was tasked to draft revisions, which she brought back to CAAD early this current spring 2021 semester (CAAD meeting on 1/19/21). That draft was discussed and then circulated for edits among the CAAD members. It was reexamined at the 2/16/21 CAAD meeting, and a final change was requested by the group. The final version was then circulated via email to identify any remaining concerns, before Dr. Radel, on behalf of CAAD, forwarded the proposed revision to Academic Standards for review and consideration.

Summary of Proposed Changes. The primary changes between the current text and the proposed text are:

1. Clarification of the use of the USU GPA versus the overall GPA as the primary basis for selection. There was general agreement among CAAD members that the USU GPA was the more appropriate choice as the primary basis for selection and that this was the GPA currently given more weight in colleges' valedictorian selections.
2. Specification that other factors may be taken into consideration in selection, not just to break a GPA tie.
3. The explicit inclusion of participation in University Honors as a possible consideration for selection.
4. The explicit inclusion of "college-relevant indicators of academic excellence or achievement" to allow for some college diversity in meaningful indicators of academic excellence (College of Engineering, for example, reported that membership in professional honor societies was a factor considered in valedictorian selection).

Mark-up for proposed changes to Catalog

USU Catalog: Proposed Changes to Entry on Valedictorian Selection

<https://catalog.usu.edu/content.php?catoid=12&navoid=3163>

Proposed by the Council of Academic Associate Deans, February 2021 (contact person: Claudia Radel)

Valedictorian Selection Criteria

The title of valedictorian has long been used to designate an individual who has achieved the highest academic excellence. Each USU college must annually select only one valedictorian. The following procedures should assure an acceptable degree of commonality in the selection of valedictorians.

The major consideration for selection of a college valedictorian should be the level of academic performance. **The grade point average (GPA) earned at Utah State University should be used as the primary basis for comparison of academic performance**, but colleges must also attend to USU semester credits, may consider the overall GPA, and may choose to evaluate other evidence of academic excellence. The selection criteria for each college's valedictorian include:

1. GPA earned at Utah State University (primary basis for selection)
2. Overall GPA (may also be considered)
3. Minimum of 60 semester credits for which letter grades were earned at Utah State University
4. Other evidence of academic excellence or achievement as determined by the dean

The following are examples of additional, secondary factors that could be considered by the dean in the selection of a college valedictorian:

1. Availability to participate in commencement activities
2. Amount and quality of transfer credit
3. Number of courses repeated
4. Number of courses taken under the "P-D-F" grading option
5. Number of credits earned by examination, as well as level of achievement on such credits (e.g., CLEP scores)
6. Number of correspondence and independent study courses
7. Breadth of educational experience
8. Completion of University Honors
9. Other college-relevant indicators of academic excellence or achievement

Proposed changes to Catalog

USU Catalog: Proposed Changes to Entry on Valedictorian Selection

<https://catalog.usu.edu/content.php?catoid=12&navoid=3163>

Proposed by the Council of Academic Associate Deans, February 2021 (contact person: Claudia Radel)

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5. Number of credits earned by examination, as well as level of achievement on such credits (e.g., CLEP scores)
6. Number of correspondence and independent study courses
7. Breadth of educational experience
8. Completion of University Honors
9. Other college-relevant indicators of academic excellence or achievement

Item #2

UNIVERSITY-INITIATED LEAVE AND WITHDRAWAL

University-initiated Leave Policy Proposal:

The USU Behavioral Intervention Team (BIT) seeks to add to the University Catalog a proposed University-initiated Leave and Withdrawal Policy. The University Catalog is identified as the

appropriate location for this proposed policy, as it lists all academic policies, such as the University Leave of Absence policy.

The proposed policy identifies the conditions in which University-initiated leave or withdrawal is considered and describes the process of the individualized assessment undertaken to determine whether a University-initiated leave or withdrawal should be pursued. The policy also outlines the possible outcomes resulting from an individualized assessment, and possible conditions required for a student to return after a University-initiated leave or withdrawal.

The BIT proposes that the policy be placed in the University Catalog, and the policy AND procedures be listed on the BIT website.

(Note: The proposed policy is currently under final review by the Office of the General Counsel, and will be available on Monday, March 8, for the Academic Standards Subcommittee to review)

University-initiated Leave Policy Rationale:

Background from the *NACUA Notes: National Association of College and University Attorneys January 21, 2021 | Vol. 19 No.3, pg. 5.*

“In 2011, the Department of Justice (DOJ) amended the Americans with Disabilities Act (ADA) Title II regulations, which apply to public institutions of higher education.[5] The amendment mirrored existing Title III regulations, regulating private institutions as one form of a public accommodation, with respect to the concept of “direct threat,” and explicitly permitted institutions to address students who present a “direct threat” to others, while remaining silent on how to analyze a student who presents a threat of harm to him or herself. [6] Under both Titles II and III of the ADA, a direct threat is defined as a “significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services”[7]

There is no statement relating to a threat to oneself. That is where the statutory and regulatory law remains at this time.”

Since this time, institutions, including Utah State University, have attempted to determine, and to seek clarity, on “the federal government’s stance on institutional interventions to protect a student who is at high risk for self-harm. On January 26, 2018, a senior official from the U.S. Department of Education for the Office for Civil Rights (“OCR”) conducted a NACUA briefing moderated by Paul Lannon. The official underscored OCR’s commitment to working with postsecondary institutions in a manner that both respects the rights of students but also acknowledges the challenges that maintaining a student’s enrollment may present for the student, for other students, and for the broader campus community. The official clarified that OCR would not second-guess institutional decision-making in this area if in fact the campus followed certain guidelines, drawn from OCR’s existing resolutions and agreements.

The OCR official shared principles of best practice (hereinafter “OCR Principles”), including the following[8]:

- Postsecondary institutions are permitted to offer students mental health services.
- Campuses should consider what reasonable accommodations, if any, exist that would enable the student to remain enrolled and/or on campus[9].
- Colleges and universities should be cautious in addressing self-harming students through the student discipline system without first/also considering other forms of reasonable accommodation that might exist.
- Involuntary leaves of absence are permissible, but should only be considered as a last resort.
- Decisions to impose an involuntary leave of absence and any conditions for return must be determined on an individualized basis.
- Qualified personnel should be involved in reviewing clinical and medical information.
- Campuses may consider how the student’s behavior has impacted others.
- Campuses should invite and consider information provided by the student, including from the student’s care provider(s).
- Institutions should narrowly tailor requests for information from a student’s health care provider(s).
- Students should be accorded a mechanism for challenging the imposition of the leave and/or conditions for return.
- Institutional policies should be non-discriminatory on their face and applied equally to students with and without disabilities.
- Institutions may require that a student seeking to return submit an evaluation from the student’s providers(s) and may require the student to comply with a medically prescribed treatment plan.
- Institutions may impose behavioral contracts upon a student’s return and enforce their provisions.”

With this information in mind, since 2018, USU has worked with stakeholders to develop a policy that conforms with national best practices.

Certainly, USU aims to create a safe, inclusive, and supportive environment for all students to pursue their academic, intellectual and personal goals. The University values the health and safety of every individual in the University community. To that end, the University maintains a Behavioral Intervention Team (BIT), which is the centralized body for collecting, assessing, and addressing reports of concerning behavior and providing a safe physical and emotional environment for the University’s students.

When there is a health or safety threat or disruption, the University, at the recommendation of the BIT, may deem a University-initiated leave of absence or withdrawal necessary to successfully manage severe threats to safety, security, and well-being of the campus community and its individual members.

University-initiated leave or withdrawal are last resorts, which are generally considered only after voluntary actions by the student and reasonable accommodations are determined to be insufficient to address the threat or disruption. The determination to institute a University-initiated leave or withdrawal is made after an individualized assessment, which is a reasonable and fair evaluation of the student's unique needs and circumstances. This process carefully considers information provided by the student, medical providers, and others in determining if a University-initiated leave or withdrawal is necessary.

Factors considered during the individualized assessment may include, but are not limited to, the nature, duration, and severity of risk associated with a student's continued participation in University life; the probability that potential injury and/or harm will occur as a result of the student's continued participation in University life; whether the student is substantially impeding the education process or functions of other members of the University community; and whether the identified risks can be significantly mitigated through reasonable modifications of policies, practices or procedures.

Endnotes:

[5] Paul Lannon and Elizabeth Sanghavi, *New Title II Regulations Regarding Direct Threat: Do They Change How Colleges and Universities Should Treat Students Who Are Threats to Themselves?*, NACUANOTES, Vol. 10, Iss. 1 (Nov. 1, 2011).

[6] See 28 C.F.R. § 35.139 (Title II); 28 C.F.R. § 36.208 (Title III).

[7] 28 C.F.R. § 35.104 (Title II); 28 C.F.R. § 36.104 (Title III).

[8] A more thorough presentation of the guidelines is available on NACUA's website. See NACUA, "Principles for Students who Pose a Risk of Self Harm" (Jan. 26, 2018).

[9] As this Note will highlight, the consideration of reasonable accommodation prior to imposing an involuntary leave of absence on a student is a consistent theme of the agreements and the Stanford University Settlement Agreement and Policy to be discussed later.

[10] Case No. 02-14-2084, University of Rochester (August 25, 2014).

University-initiated Leave and Withdrawal: DRAFT (03-07-21)

Introduction

Utah State University aims to create a safe, inclusive, and supportive environment for all students to pursue their academic, intellectual and personal goals. The University values the health and safety of every individual in the University community.

To that end, the University maintains a Behavioral Intervention Team (BIT), which is the centralized body for collecting, assessing, and addressing reports of concerning behavior and providing a safe physical and emotional environment for the University's students. When an individual presents a health or safety threat or disruption, the University, at the recommendation of the BIT, may determine that a student be

required to take a leave of absence (University-initiated Leave of Absence) or to withdraw from courses (University-initiated Withdrawal).

Individualized Assessment

A University-initiated Leave of Absence or Withdrawal can only be required after the BIT has engaged in an individualized assessment. The determination to institute a University-initiated leave or withdrawal is made after an individualized assessment, which is a reasonable and fair evaluation of the student's unique needs and circumstances. This process carefully considers information provided by the student, medical providers, and others in determining if a University-initiated leave or withdrawal is necessary.

Factors considered during the individualized assessment may include, but are not limited to, the nature, duration, and severity of risk associated with a student's continued participation in University life; the probability that potential injury and/or harm will occur as a result of the student's continued participation in University life; whether the student is substantially impeding the education process or functions of other members of the University community; and whether the identified risks can be significantly mitigated through reasonable modifications of policies, practices or procedures.

University-initiated Leave of Absence or Withdrawal

University-initiated Leave of Absence or Withdrawal are last resorts. They will generally only be required after voluntary actions by the student and reasonable accommodations are determined to be insufficient to address the threat or disruption.

The University may initiate either a temporary leave of absence or withdrawal of a student when:

- a. There is a reasonable basis to believe, based on a case-by-case, individualized assessment of the student's behavior and other relevant information, that the student cannot safely and/or effectively participate in the University's academic programs and/or the residential life of the University, such that the student is not otherwise qualified to attend Utah State University without requiring a level of care the University cannot reasonably provide; or that student is not otherwise qualified to attend Utah State University without requiring a level of care the University cannot reasonably provide.
- (b) There is a reasonable basis to believe, based on a case-by-case, individualized assessment of the student's behavior and other relevant information, that the student poses a significant risk of threatening the health or safety of others; or causes or threatens to cause property damage; or engages in behavior that is unduly disruptive of others in the Utah State community. (Behavior that is "unduly disruptive" includes but is not limited to conduct that substantially impedes the emotional or physical well-being of others and/or the academic, extracurricular, or social activities of others. The University-initiated leave or withdrawal processes are invoked when these behaviors cannot be addressed through existing policies and procedures, including the [Disciplinary Procedures for Disruptive Classroom Behavior](#) as outlined in the Student Code).

Returning from University Initiated Leave of Absence or Withdrawal

When a student wishes to return to Utah State University after a University-initiated leave or withdrawal they must be authorized to do so by the AVPSA or designee. Decisions regarding readmission requests are made on a case-by-case basis and readmission is not guaranteed for Utah State University or to any specific academic program.

Additional information regarding the process and procedures related to University-initiated Leaves of Absence, including notice requirements and the challenge rights of a students placed on University-initiated Leaves of Absence and Withdrawals can be found [here](#).

Item #3 (sent to the committee via email by Fran Hopkin on March 9, 2021)

Proposal for Repeating Courses policy

Background:

Various questions have been raised over the last year regarding how many times students are allowed to repeat a course and, more importantly, the universities' ability to proactively advise students who attempt to repeat courses. The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). The total number of repeats allowed is limited to ten. Policy indicates students who exceed these limits will have an academic hold placed on their registration.

The efficacy of this policy has been questioned for quite some time. The Center for Student Analytics and the Office of the Registrar attempted to analyze the data related to repeats. The following is a summary of what was found:

1. We found no evidence that a 10 repeats overall threshold is valuable. Theoretically, we suspect it was a way of helping students transition away from a situation that wasn't going too well. However, SAP guidelines in the financial aid office already take care of that from a standpoint of Title IV funds. Also, if a student wants to use other sources of money to continue pursuing a degree, it seems confusing for USU not to let them.
2. While students have had to repeat a course for a second time roughly 20,000 times over the past three years, that number dramatically reduces for students who have to take a course for a third time (the current limit). The overall count of third attempts since Spring 2017 is 2336, and a proportion of those go on to earn successful grades.
3. Most interestingly, third-attempt enrollments are concentrated in only 22 courses, as follows (at least 10 students a year):

SUBJ	CRSE	Count of students TAKEN_3_TIMES since sp 17
MATH	1050	303
MATH	1010	129
MATH	0995	126
ENGL	1010	113
BIOL	2320	107
MATH	1060	97
PSY	1010	94
MATH	1210	84
MATH	1220	78
ENGL	2010	73
ACCT	2010	69
BIOL	1010	58
CHEM	1210	58
ECN	1500	47
CHEM	1010	43

ACCT	2020	43
BIOL	2420	41
CHEM	1110	39
STAT	1040	36
CHEM	1220	33
BIOL	1620	32
MATH	0950	30

4. Although the data also shows that there are diminishing returns, on average, for taking a course a fourth or fifth time, there are still students who go on to earn a successful grade. As such, we may be more successful taking a proactive, rather than reactive approach, in encouraging advisors to show this data to their students upon a third attempt, a fourth attempt, and so on.

It is proposed to adopt an appreciative advising approach and use an advising hold that requires students to meet with their academic advisor and determine if an alternate major would be more appropriate (requiring different courses), given their struggles with a particular course or set of courses.

Previous Language:

Repeating Courses:

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class.

The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration.

Proposed Language:

Repeating Courses:

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student

desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is **not** limited. ~~to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class.~~ However, the academic unit associated with the student's major has the authority to determine consequences of exceeding two attempts (once plus one repeat) of the same class. These actions may include one or more of the following but are not limited to: placing an advising hold (which prevents registration) on a student's record, requiring a meeting with an academic advisor, requiring dean approval for additional registrations of the class, and/or requiring a change of academic program.

~~The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration.~~

CAAS - Nutrition, Dietetics and Food Sciences - Certificate of Advanced Practice in Dietetics

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)*

Not applicable

Proposed Title*

Certificate of Advanced Practice in Dietetics

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 51.3102

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 22

Type of Degree: (BA, BS, etc.)* Post-baccalaureate certificate

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☒ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☒ Yes
☐ No

Council on Teacher Education*

- ☐ Yes
☒ No

Section I: The Request**R401 Purpose***

The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate Certificate, named the Certificate of Advanced Practice in Dietetics. This will be a restructuring of the existing Coordinated Program in Dietetics, currently offered as an emphasis to the Dietetics undergraduate degree.

Section II: Program Proposal

**Proposed Action &
Rationale***

Registered Dietitian Nutritionists (RDNs) are food and nutrition experts who have met specific academic and professional criteria to earn the RDN credential. As food and nutrition experts, RDNs play a vital role in health care and use their expertise to help people improve their nutrition status in a variety of ways. USU has a long history of offering dietetics programs that prepare students to become RDNs and to successfully enter the profession of dietetics.

The Commission on Dietetic Registration (CDR) is the credentialing agency for the Academy of Nutrition and Dietetics, the world's largest organization of food and nutrition professionals, and establishes the criteria to earn the RDN credential. Prior to January 1, 2024, the minimum requirements needed for eligibility for the registration examination for dietitian nutrition professionals were a bachelor's degree. However, the Commission on Dietetics Registration has voted to change the minimum degree requirement needed for eligibility for the registration examination from a bachelor's degree to a graduate degree. The Post-Baccalaureate Certificate of Advanced Practice in Dietetics (CAPD) is designed to emphasize training in clinical nutrition and will integrate with existing graduate degrees in the NDFS department, including the Master of Public Health Nutrition degree and the Master of Science degree, or other science-related graduate degrees. The program will be offered as a traditional face-to-face program on the Logan Campus. Upon successful completion of the Certificate of Advanced Practice in Dietetics and a graduate degree, students will be eligible to take the registration examination.

**Labor Market
Demand (if
applicable)**

Demand for dietitians remains steady. The Bureau of Labor Statistics predicts that demand for dietitians will grow 8% in the next 10 years. This represents above-average growth with an anticipated addition of 5,090 jobs over the next 10 years. Projected growth for dietetics in Utah is well above the national average. Job growth in Utah is projected at 24% with approximately 70 job openings per year. At present, the four dietetics programs in Utah, including the USU BS Coordinated Program in Dietetics, graduate an average of 52 dietitians per year. Of these 52 students, the CAPD will train a cohort of 12. This will match the number of dietitians previously trained by the bachelor's-level program.

Wages for dietitians in Utah remain below national numbers but are on par with other master's-degree level healthcare professionals in the state, including social workers, respiratory therapists, and family therapists. However, wages for dietitians remain below rates for physical and occupational therapists, and nurses who have similar training. One justification put forward by the Commission on Dietetic Registration for the transition to master's-level training for RDNs was to improve the economic strength of the profession by improving wages. Another justification was to ensure that RDNs have similar training to other healthcare workers who make clinical decisions.

In 2017, the director of the existing USU dietetics program surveyed 32 current employers and training sites of RDNs for the USU dietetics programs to determine program preferences in preparation for the transition in dietetics education from a bachelor's to a master's level. Stakeholders strongly preferred the coordinated program that existed at the bachelor's-level to transition to a master's-level program.

Fifty-five percent of stakeholders preferred the coordinated program emphasize training in Medical Nutrition Therapy, nutrition counseling, and chronic disease prevention and management as it had been when offered at the bachelor's level. The skills stakeholders desired to see trained in students included disease management, critical thinking, interdisciplinary communication, counseling skills, and using evidence-based guidelines in practice. Most of the stakeholders had no preference for the type of master's degree granted to the students.

While other dietetics programs at USU and in the state provide training sufficient to pass the registration exam, the coordinated program at USU meets the specific needs for clinical nutrition training required by healthcare employers. The traditional coordinated program at USU has demonstrated a high job placement rate in clinical dietetics over the past 10 years. Primary employers of past graduates include Intermountain Healthcare, MountainStar Network, Salt Lake County public health programs, and University of Utah Healthcare. Per annual student survey data, 60% of past graduates are employed in clinical dietetics within one year of graduation. Approximately 30% of those graduates pursued master's education directly after graduating with a bachelor's degree.

**Consistency with
Institutional Mission
& Institutional
Impact***

The CAPD mission complements the mission of USU by creating career-ready dietitians who will compassionately serve the public. Dietitians trained in clinical dietetics have a special charge to improve the health of communities through application of nutrition care and treatment.

There will be minimal impact on the institution since the program has been offered at the bachelor's level for many years. Upon approval of the CAPD certificate program, the bachelor's level program will be discontinued.

The CAPD will seek to enroll 12-14 students per year; the same number that has been enrolled in the bachelor's level coordinated dietetics program since 1978. The CAPD students will be primarily recruited from USU's bachelor's-level Didactic Dietetics program (DPD), though slots will be available to non-DPD students who have completed the prerequisites.

Likely negative impacts include an increased burden on the undergraduate program to provide foundational training for future coordinated students. Students may also be frustrated by increased costs since they will be required to enroll in master's training beyond the bachelor's level. There is also the potential that extended education will become a barrier for underserved populations.

These impacts will be ameliorated by coordinating with the DPD to ensure that the program meets undergraduate students' needs without prolonged time to obtain a degree. The CAPD will also engage in efforts to recruit from traditionally underserved populations by engaging with programs at community colleges and paraprofessional who might benefit from becoming dietitians.

To reduce student costs, the department provides an education award through Americorps for students who enroll in the program. The department continues to explore scholarship options and the potential for graduate assistantships.

Finances*

In-person training at external facilities is overseen by certified and licensed RDNs. This adds to the cost of this and similar programs. The annual cost of offering the Certificate of Advanced Practice in Dietetics to 12 students per year is \$83,600. The NDFS department will provide \$14,400 of support to the program per year from an internal reallocation. The remaining cost of the program will be structured as course fees that will be distributed across the seven courses taken as part of the certificate program. The course fee attributed to each course will be assigned based on the percent of the costs of the program associated with each specific course. The total amount of course fees assessed will be approximately \$5,767 per student. The course fees will be adjusted each year if necessary, using the appropriate form in Curriculog. The program director will oversee the request to change course fees as necessary. The total cost of the certificate program to students is \$10,418 (\$651/credit), including \$4,651 in tuition and fees plus \$5,767 in course fees. Many students will complete the certificate credits as they are taking credits for the needed graduate degree, which due to USU's tuition plateau, will significantly decrease the cost per credit of the certificate.

It is difficult to compare costs of this program to other dietetics programs due to the variability in the organization of these programs. Because the goal for students will be to gain eligibility for the registration exam for RDNs, the cost comparison will consider earning the needed graduate degree and will be based on tuition and fees associated with the Certificate of Advanced Program in Dietetics partnered with the Master of Public Health (MPH) in community health sciences.

The cost per student to obtain the proposed certificate plus a Master of Public Health in community health sciences would be \$21,054 (\$376/credit). (7) Costs for similar education in Idaho, Utah and Arizona range from \$19,320 (the USU Distance Internship with MDA) to \$44,352 (the University of Utah Coordinated Master of Science). The costs per credit for these programs range from \$483-\$704. (8) The MPH option for the CAPD provides a low cost per credit for dietetics programs, but the credit load required for an MPH will increase total absolute costs.

Time to completion impacts costs of attendance as well as tuition. The CAPD will require three semesters for completion. Master's degree requirements may require an additional semester beyond the certificate. This is similar to most programs in the West. Therefore, the CAPD + master's degree option for in-person learning at Utah State University is a cost-effective option for high quality education similar to other programs in the area.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The Certificate in Advanced Practice in Dietetics (CAPD) allows for practitioners at several levels to train for and obtain registration in dietetics. The certificate stacks with ongoing master's degree studies to permit students to create an education plan that best aligns with their career goals. The program has been designed to best integrate with master's degrees in the nutrition department. The certificate offers 18 credits and will allow students to complete the supervised practice hours required for eligibility to take the dietitian registration examination.

The 18 credits are spread across seven courses. Required courses include Clinical Dietetics Skills I, Clinical Dietetics Skills II, Foodservice Skills, Community Dietetics Skills I, Community Dietetics Skills II, Advanced Medical Dietetics, and Advanced Dietetics Practicum. All these courses were previously provided at the bachelor's level but will be redesigned to be consistent with a master's-level program. (The bachelor's level courses will be discontinued after the certificate program is launched.) In addition, students will be encouraged to plan their master's coursework with consideration of dietetics skills.


Courses that are being discontinued will be submitted to Curriculog for removal from the catalog in Fall 2021. New courses will be submitted in Summer 2022.

Accreditation will be maintained with the Accreditation Council on Education in Nutrition and Dietetics (ACEND). The program will require approval for a major program change since it will change from the bachelor's to the master's level; however, it will not need to be re-accredited due to the program's current accredited standing. ACEND has waived fees for this type of change due to the mandate from the Commission on Dietetic Registration. The program change paperwork will be submitted to ACEND after university approval is granted. Approval is anticipated in 2022. The first cohort of students will be admitted in August 2023.

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CHASS - Social Work - Transforming Communities Institute

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Social Work

Current Title (if applicable)* Transforming Communities Initiative

Proposed Title* Transforming Communities Institute

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Instructional Programs

CIP Code (6-digits) 44.0701
*

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

Type of Degree: (BA, BS, etc.)* N/A

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- ☐ New Administrative Unit
- ☐ New Center
- ☒ New Institute
- ☐ New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request

R401 Purpose*

Utah State University requests approval to establish the Transforming Communities Institute effective July 1, 2021.

Section II: Program Proposal

Proposed Action & Rationale*

The Transforming Communities Initiative (TCI) was formed by Utah State University (USU) Social Work faculty in 2014, to reinvigorate the way in which social work research was taught at Utah State University and the way research is performed in Utah communities. Prior to this initiative, social work students lacked enthusiasm for research courses, and many community-based agencies did not have the resources to conduct research projects that would benefit their clients and communities.

The creation of TCI has allowed for enhanced local and statewide community engagement and program impact as TCI has partnered with social service agencies to address community-identified needs. Specifically, TCI aims to conduct research in and for the community while teaching the next generation of social work leaders to be data-driven and civically engaged. The research conducted under the TCI umbrella spurs action in communities that challenges social injustices and promotes positive social change. For example, TCI projects concerning housing justice issues have led to increased public awareness of homelessness, increased funding for homeless services, and a strong and mutually beneficial partnership between social work and housing service providers in the region. Together, TCI has been able to make an impact in Utah communities, and students have benefitted from the real-world experience and the sense of meaning and impact they experience as a result.

After several years of successful projects, changes in the department structure, a growing faculty, and different community needs, it is time to reexamine the mission and strategy of TCI. Currently, TCI is being reimagined to ensure relevancy to the communities served by faculty and to ensure maximum impact. Further, TCI aims to increase statewide impact through robust statewide presence. Thus, the current request proposes to expand the initiative to an interdisciplinary institute engaged in addressing social issues through research, teaching, policy, and service benefitting communities throughout Utah and the nation.

Most Utah universities have a campus-wide center for community engagement, but fewer have discipline specific institutes or centers that exclusively work from a community-engaged perspective to promote positive social change in Utah communities. The closest comparison is the University of Utah's Social Research Institute within the College of Social Work; however, that institute uses a broad range of methods and its efforts often focus on the Wasatch Front and/or state of Utah human services evaluation projects. The TCI is different in that it is an intentional fusion of research, teaching, policy, and service that impacts rural communities across the state of Utah – often those without the resources or expertise to conduct research.

Labor Market Demand (if applicable)

N/A

**Consistency with
Institutional Mission
& Institutional
Impact***

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.


Finances*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

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Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

Step 6: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.



GENERAL EDUCATION COMMITTEE

September 21, 2021

9:30 a.m. – 10:30 a.m.

Zoom Meeting

Present:

- *Lee Rickords, College of Agriculture and Applied Sciences (Chair)
- *Charlie Huenemann, (what is Charlie's role or college)
- *Greg Podgorski, College of Science
- *Dory Rosenberg, University Libraries
- *Beth Buyserie, Communications Intensive
- *Mykel Beorchia, University Advising
- *Kristine Miller, University Honors Program
- *John Mortensen, Academic and Instructional Services
- *Toni Gibbons, Registrar's Office
- *Thom Fronk, College of Engineering
- *Scott Findley, Jon M. Huntsman School of Business
- *David Wall, Creative Arts
- *Dave Brown, Quantitative Literacy/Intensive
- *Harrison Kleiner, College of Humanities and Social Science
- TBD, American Institutions
- *Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
- *Ryan Dupont, Life and Physical Sciences
- *Michelle Smith, Secretary

Excused: Shelley Lindauer
Matt Sanders
Robert Mueller
Christopher Scheer
Paul Barr
Lucas Stevens
Steve Nelson

Call to Order – Lee Rickords

Approval of Minutes – April 20, 2020

(<https://usu.box.com/s/sw6f99fngw08hm6mqmjju34kwf4duqcu>)

Motion to approve the minutes dated April 20, 2020, made by Greg Podgorski

Seconded by Karen Beard

Approved unanimously

Course Approvals/Removals/Syllabi Approvals <https://usu.curriculog.com/>

None at this time

Business

QL Catalog Language Harrison Kleiner

An issue came up regarding Gen Ed assessment and professors who said they didn't teach a QL course. There are currently five courses listed in the catalog that fulfill QL requirements along with a list of exam scores on AP/SAT/ACT tests. The catalog also states that any Math /Stats course that requires Math 1050 as a prerequisite also fulfills the QL requirement. There are four courses listed that require Math 1050 as a prerequisite but more exist than are mentioned. And some students are able to take one of those courses requiring Math 1050 as a prerequisite but didn't take Math 1050 and don't have a QL. They were waived into that higher course.

There are a couple of options:

- 1) Don't assess the "Or" courses that require Math 1050 as a prerequisite
- 2) Find out how many students were able to take a QI course without taking a QL course, submit a gen ed appeal, and waive those students out of QL courses if they do a QI course or take one of the courses requiring Math 1050 as a prerequisite and don't have Math 1050.

Toni stated they do have DegreeWorks programmed in to waive QL if students took one of the four courses requiring Math 1050 or if they take a QL course. Kristi Swainston can help provide a report to find out how many students may have taken one of those courses requiring Math 1050 as a prerequisite but don't have a QL fulfillment via another method. No one has really requested waiving a QL in appeal before using one of those courses. There are only a handful of students who had an exception granted on QL by advisors so far.

Greg – If they had Math 1050 or one course that had Math 1050 as a prerequisite and they took Math 1050 they should have QL.

Harrison said that it is possible they had a prerequisite waived and didn't have to take Math 1050, but that student didn't get a QL requirement fulfilled to get into a higher course. A student may have received a high enough score on the ALEKS test.

Greg – Does anyone who meets the QI requirement have the QL fulfilled? If a course is good enough to be a prerequisite for Math 1050, they should be able to meet the QL requirement.

Harrison – Yes, those students who enroll in a higher course than 1050 should have the advisor submit a request to waive the QL. DegreeWorks is only coded for courses listed in the catalog. Catalog says "such as..." and includes four courses on a list. There are more courses that require Math 1050 though.

Greg – can we change the catalog language that says that if a student has taken 1050 or are viewed as having a similar course, then they have satisfied the QL requirement.

John – There are 47 courses that the catalog says requires 1050 or equivalent but the catalog says it must be a Math/Stats course so Chemistry courses won't count. If a student takes AP they get QL counted, or if a student gets a high ACT score or SAT score, they can get QL waived. Most of these cases are from a high ACT score. But as far as gen ed assessment, if they already took a higher-level course than QL, they shouldn't be required to take a QL assessment.

David Brown said he believes Harrison is referring to those teaching the Calculus 2 course. Those faculty teaching a Calculus 2 course were being asked to assess as a QL course. There aren't many students who fall into this category. Most likely, 99% of students who took 1220 took a QL assessment.

Harrison told those faculty to forget the assessment until they figure it out.

David said that it's probably a homeschooling student who tests above 1050 on the ALEKS but didn't have a waiver.

Toni said there are two issues – the catalog language and the requirement. Harrison said that it may be best to strike the language stating QL can be fulfilled by a Math/Stats course requiring Math 1050. They just need to affirm the number of students that might require this exception each year in case it is a larger number.

John stated the biggest issue was with engineering students. When CIL was eliminated there was a band aid exploratory requirement. For engineering students, they must take one more breadth or QL course to satisfy the exploratory requirement. So, with their first enrollment in a higher math course, they can use that for QL and then enroll in another QL course and that course satisfies QL. They can do that within the major but they need to take a QL course without going over the 126 required credits. It may help to have a QL on those additional courses that require Math 1050 to benefit engineering students from having to take an additional course due to the high credit requirements within the Engineering major.

Thom mentioned he really prefers that the catalog not remove the language about taking a course that requires Math 1050 as a prerequisite for the QL requirement. Engineering already requires students to qualify for Math 1210 to enter the program and be calculus ready.

Harrison said most of them get their QL because of their entrance exam score. But they are actually counting six QL credits toward their gen ed. They are getting three credits for a course with a prerequisite of Math 1050 and counting that as Integrated Studies, while waiving the QL requirement due to their exam score (3 credits).

Beth stated that in English, they also have language in the catalog that states CL courses can be fulfilled by any course that requires English 1010. They don't assess students who meet the CL requirements in another way besides the designated CL1 and 2 courses. It may be best to focus the gen ed assessment on those courses designated as QL. There is no way to assess students who meet CL or QL via an entrance exam.

Toni said the catalog doesn't say "Or" it says, "Such as". The catalog language may need to be updated to state "Or" and list the four Math/Stats courses discussed. There are some courses requiring Math 1050 not on that list, though, it is not a comprehensive list.

Harrison – The least disruptive options might be 1) don't assess gen ed on courses with a prerequisite of Math 1050, (not many students use that method as QL fulfillment) or 2) take the "such as" list for QL in the catalog and make it comprehensive. That way DegreeWorks and the catalog can get aligned. The second method may be the least disruptive approach. Thom Fronk agreed.

Lee asked how many students are coming into Engineering each year?

Thom said 400-500 each year. Lee restated that 400-500 students come into Engineering ready for QL.

Thom said 300 – 350 do come in calculus ready. Others have to take prerequisite math to become calculus ready. Harrison mentioned that for those who take prerequisite courses get QL satisfied with their prerequisite math course and use the other QL course to fulfill their Integrated Studies requirement. Those who are ready use calculus to fulfill intensive requirement.

Engineering relies on math department to determine if they are calculus ready. There are several ways to determine who is ready using ACT, math scores, etc.

John stated if students take ALEKS exam and qualify for calculus, they don't get credit for QL. They just get placed into the higher class.

David said a score on the ALEKS exam doesn't get a QL credit. Students aren't calculus ready off the street. They had to qualify with an entrance exam or they took a previous credit that expired and were sent to 1210.

Thom said students who score an AP math score of 27, and then are away for a while and take the ALEKS test, don't get credit for the QL fulfillment.

Lee asked do we have a motion out of that discussion?

Harrison motioned to 1) agree to only do gen ed assessment of QL courses that are designated on the list, and 2) to alter the catalog so that it says "Or" one math/stats course requiring Math 1050 as a prerequisite and list the courses that could satisfy.

Toni said someone will need to submit a Curriculum proposal to make that change in the catalog for next year as this year's catalog is published.

Greg asked for those instructors teaching courses that they didn't think were designated as QL courses but technically will be in the future, what will be communicated to those instructors? What sort of assessment criteria would they be responsible for?

Harrison said according to the motion, they wouldn't need to do assessment for Gen Ed. They would already have the point of view that students in those courses already fulfilled the QL requirement.

Lee stated first component of motion is to only assess Gen Ed for those listed in the catalog as specific as a QL course, and second is to list a comprehensive set of courses that fulfill QL since they require a prerequisite of Math 1050.

Toni wanted to add that the list in the catalog should be courses that ONLY require Math 1050 as a prerequisite. There are also courses that can allow for placement with a high enough ALEKS, AP, ACT, or Math 1050 score. Those courses have several methods for qualifying for the course and would not need to be added to the list and programmed into DegreeWorks.

Vote on the motion passes unanimously.

Catalog QuestionToni Gibbons

Had a question from an advisor with a student that had a Music course upper division, that was a DHA and was only a one-credit course.

For depth courses there are five music courses that are one credit classes. Most DHA are three credits. The catalog states that students should take “one additional class” but doesn’t specify credits in that language. DegreeWorks looks for one additional class to fulfill DHA, not at the credit requirement. Should the catalog list the DHA requirement as three to four credits or as one additional course for integrated studies?

Greg asked what does the one-credit Music course look like and does it fulfill the spirit of integrated studies? Toni answered the course in question was a choral class.

Harrison said his initial impulse was that a one-credit class violates the spirit of what depth requires. For Gen Ed depth the requirement is at least two, for breadth at least three.

Toni listed the one-credit Music courses – Symphony Orchestra, Symphonic Band, University Choral, Chamber Singers, Wind Orchestra, and Marching Band. They require a lot of time but don’t fulfill many credits

John said there was a precedent with CCA 3330 Art Symposium where students took one credit one semester and the other credit the next semester, counted the classes as two credits, and they were allowed to fulfill the DHA requirement.

Harrison said depth courses only need to be two credits in the catalog.

John said there are other courses that are one credit. They need to take a one credit and then should take another one credit course of the same course, as in Chamber Singers, and the combination satisfies the requirement.

Harrison said it was worth noting the Music courses are repeatable for credit.

Toni wondered if it was worth changing the language to remove the three to four credit requirement and state that there must be a minimum of two credits coming from a depth course to fulfill that requirement, or remove the credits entirely.

Mykel asked Harrison regarding the reason for integrated studies. Isn't it to help add another 3 credits on top of USU's previously required 27 credits to make up the total 30 required by USHE?

Harrison said yes, the integrated studies was to offer a band aid solution but it's been in place for two decades now. He mentioned that maybe one solution is to punt because R470 is being revised and there will be new requirements to reconfigure learning outcomes and possible credits offered/required. When the new R470 comes down the committee can decide at that time.

Lee said that's his preference. Let's punt until we get more direction from USHE. Toni said she will tell advisor that student is fine for now until we get more direction.

USHE GE Task Force Update Lee Rickords, Harrison Kleiner

Lee said the final topic is that USHE is revamping R470. The negative side is that most likely, USU will need to increase the number of credits being required for Gen Ed. Students and faculty may not be happy with that.

Harrison said that issue has come and gone, depending on the meeting you attend. Right now, the range is 30-39 credits. USU is at 30 credits. This doesn't include institution-specific requirements (CI, QI, Depth). Every other institution also had institution requirements but with different names and purposes. R470 addresses the six Breadth, the QL, and CL.

USU is on the low end for range of credits required. UVU is on the high end. The range is 30-36 right now being discussed. The range keeps changing each meeting.

John commented that in '98 when they went to semesters, the Gen Ed category was really wide. Depth requirements were huge and transfer students suffered, so USU separated Gen Ed and University Studies and changed their requirements.

Other schools have a requirement to take three Life Science and an additional requirement to take three classes in Humanities or Creative Arts instead of using depth. That gets them over the 30 credits. These classes don't have prerequisites that are necessary to enroll such as with upper-division courses at USU. If USU increases Gen Ed requirements, they have to decrease depth, especially in Engineering.

Harrison said when R470 comes down we will have to look at the whole. Other institutions keep Gen Ed and Depth clearly divided between lower and upper division but USU doesn't always do that.

Thom said it would help if they could have a table showing what other universities are doing with their Gen Ed and Depth requirements so they can compare apples to apples with what USU is doing. If they tried to squeeze anything or took out anything more from Engineering, they would struggle.

Lee commented that one of the main impetus to initiate the R470 discussion is to allow two-year associates degrees to transfer to another university and not have to take more courses and pay more tuition because not everything transfers between schools.

Thom said we shouldn't be letting UVU be the tail wagging the dog. Lee said that's correct, but that's why the requirement numbers keep vacillating based on who leads the discussion at USHE meetings.

Harrison said the trend is to streamline, not add requirements.

Thom said Engineering is well aware and they do have pressure to make it easier for engineering students to transfer. In '98 they went from 140 credits to 126 and squeezed it once before when they went to semesters. It is hard to prepare students for their profession if they take less than 126 credits.

Harrison said it's too early to worry about the R470 requirements yet. Already in the R470 there is a never-before-used structure where USHE can call majors meetings for the Gen Ed areas. Most have attended a majors meeting. There is a task group working on that revised R470. The task force wants to empower faculty to drive Gen Ed, not USHE bureaucrats, and amplify the majors meeting option. It's likely leaders in the areas for USHE R470 will start having a majors' meeting each year where area committees and faculty from institutions come to discuss.

One principle up for discussion is having a diversity/equity/inclusion requirement. Some institutions have that requirement already. The view that won out is that a DEI requirement would be a problem but should integrate DEI around breadth courses. They will have to revise breadth outcomes to include DEI language. Area committees' majors' meetings will need actual faculty to talk among themselves about what does that DEI component look like within a breadth course of a major? Want to have faculty decide what outcomes would be but must be coordinated at the USHE level and USU would be beholden to whatever the document is developed to say. USU needs to be well represented at those Gen Ed area majors' meetings to ensure we have a say in what the outcome will be. There will be additional work for the breadth area committees for USU Gen Ed coming up.

Adjourned at 10:15 a.m.

CAAS - Aviation and Technical Education - Additive Manufacturing

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

None

Proposed Title* Additive Manufacturing

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Instructional Programs

CIP Code (6-digits) 15.1307
*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☒ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
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Administrative Unit Changes:

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- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

Utah State University requests approval to offer an Additive Manufacturing Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Additive Manufacturing is an 18 credit hour stackable credential that will also fulfill some of the requirements for the Associate of Applied Science degree in General Technology with a Technology Systems emphasis and upward into the Technology Systems Bachelor Program with an emphasis in Product Development. This certificate also qualifies students for positions within the additive manufacturing industry sector and business ownership. A Certificate of Proficiency will build programmatic momentum to facilitate student transitions and support student completions of certificate and degree programs in related areas of interest in the burgeoning new field of advanced manufacturing practices.

Section II: Program Proposal

Proposed Action & Rationale*

The Additive Manufacturing Certificate of Proficiency has been designed through collaboration with industry and education contacts in order to help displaced skilled workers from the mining sector in the Southeast region find new employment opportunities. The aim of the Additive Manufacturing Certificate of Proficiency is to allow students a fast entry into the 3D printing manufacturing space with a marketable skill set and industry-developed curriculum. Students who complete the certificate will be prepared to work in the industry or develop their own small business built around their acquired skills.

Labor Market Demand (if applicable)

According to the Kem C. Gardner Policy Institute, in 2020 in Utah, the average annual salary in the manufacturing industry was \$72,565, 38.6% higher than the statewide average for all industries (<https://inutah.org/news/dustless-technologies-plays-pivotal-role-in-training-future-generation/>). Additive manufacturing is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician over individuals with similar educational background. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for manufacturing technicians. An opportunity to earn certifications in additive manufacturing during the course of one semester will allow students to become familiar with higher education and gain relevant occupational training in a short period of time. Additionally, this program will allow students to utilize their skillset throughout their educational careers. Utilizing design, drafting, product creation, and manufacturing skills they will obtain through the certificate program, finding flexible work even in rural communities is attainable. Students enrolled in the certificate program on the Eastern campus also have the option to complete an apprenticeship with local industry partners which will offset educational costs and prepare them for better-than entry level advanced manufacturing positions as this will also reduce the on-the-job learning curve, in their future.

Additive manufacturing jobs fall within similar occupations of designers, materials science, and emerging technical fields. These are occupations where most moderate training occurs on the job and in industry settings. The median wage for these occupations as manufacturing technicians and designers in Carbon County is \$24.57 per hour which is above the state and national average for similar positions at \$17.26. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential, students can access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

Consistency with Institutional Mission & Institutional Impact*

The proposed Certificate of Proficiency in Additive Manufacturing will be offered through the Department of Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, nationally developed certification as well as a stackable credential toward a two-year Associate of Applied Science in General Technology.

- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology. The proposed Certificate of Proficiency would most likely lead toward the emphasis in Technology Systems. The proposed certificate will provide an opportunity to develop region-specific training at a USU's Eastern campus in Price Utah and creates a needed framework to lead the state in forming new partnerships and alignment with the Utah System of Higher Education – Technical Education Division.

Finances*

The proposed Certificate of Proficiency will be cost neutral, funded by a previously awarded Strategic Workforce Investment by the Governor's Office of Economic Opportunity which allocates ongoing funding for this certificate program.

All courses for the proposed certificate are currently offered, and have been previously developed. No new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

The core curriculum is developed in collaboration with industry leaders in additive manufacturing and will allow students to graduate with the ability to create products ready for market. With the ability to create products on demand, the variable credit offerings in business will allow students to create solid business strategies and an online market presence to begin creating their own businesses of the future.

EDDT 1110, EDDT 1700, EDDT 2700, BCIS 2710 are awaiting renaming and classification pending university approval. All courses have been developed through CARES grant funding and Learn and Work collaboration with the State of Utah and are being brought into the for-credit and permanent course listings.

UtahStateUniversity


Certificate of Proficiency

Additive Manufacturing

Last Name:	First Name:	A#:
Advisor:	Origination Date:	Date of Last Revision:


Required Additive Theory Course (12 credit hours)	Credit Hours	Complete	Semester/Year Completed
EDDT 1110 – Additive Product Design	3		
EDDT 1200 – 3-D Modeling (Solidworks)	3		
EDDT 1700 – Additive Manufacturing I	3		
EDDT 2700 – Additive Manufacturing II	3		
	12		

Elective Technical Courses (6 credit hours)	Credit Hours	Complete	Semester/Year Completed
BUSN 2201 - Marketing Concepts	3		
BCIS 2500 – Web Business	3		
BCIS 2710 – Entrepreneurial Thought	3		
EDDT 2977 – Internship Education Experiences	1-3		
Required Technical Credit Hours:	6		
TOTAL MINIMUM CREDIT HOURS	18		

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Aviation and Technical Education - Career and Technical Education Teaching Academy

4.1.a R401 Abbreviated Program Proposal

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[USHE R401 Policy](#)

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Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

NA

Proposed Title* Career and Technical Education Teaching Academy

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 13.1319

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Institutional Certificate

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☒ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

The purpose of this certificate is to provide a series of six pedagogy courses specifically targeted toward Career and Technical Education (CTE) and competency-based education methods. This certificate has been requested by educational partners at the technical colleges throughout the state of Utah to aid industry experts as they transition to teaching in the classroom.

Section II: Program Proposal

Proposed Action & Rationale*

Similar to the rest of the nation, Utah faces the challenge of finding qualified, skilled workers to fill not only open jobs in manufacturing but also future jobs. However, as efforts have made to create and enlarge training programs for this workforce, there are not enough qualified candidates to fill technical teaching positions (in both K-12 and higher education). Filling these positions is a critical element of expanding the state's ability to provide the high-quality training needed to meet the demands of industry. Educational partners throughout the state have indicated similar challenges in meeting the demand for qualified CTE teachers. It is anticipated that the academy will be available to and beneficial for all CTE faculty, thus benefiting students in all career clusters and at all academic levels throughout the state of Utah. The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

- Methods of Teaching and Learning
- Curriculum and Program Development
- Evaluation and Assessment
- Teaching with Technology
- Classroom and Laboratory Management

Labor Market Demand (if applicable)

According to data retrieved from the Utah Department of Workforce Services (DWS) (see Appendix B), between May 1, 2020, and April 30, 2021, there were at least 354 job openings seeking a CTE teacher or instructor. Educational institutions with the most job openings include Salt Lake Community College (17), Bridgerland Technical College (16), Utah State University (14), and Mountainland Technical College (13). This number of openings is consistent with previous years and needs of educational institutions within the state of Utah. With the advancement of technology and continuous improvements needed for educational institutions to stay current, the number of CTE teachers/instructors needed will only continue to increase. Our educational partners have indicated the continued difficulty to find qualified applicants for CTE job openings. Many institutions hire a non-highly qualified candidate in hopes that the candidate will enroll in additional training to become highly qualified. The CTE Teaching Academy addresses this need and can help meet the additional training needs of these candidates and institutions along with increasing the number of qualified candidates in future searches.

A successful pilot of the CTE Teaching Academy program was implemented at Davis Technical College with eleven instructors. Ninety-one percent of the instructors achieved positive outcomes. Two students used the academy for professional development, one of which was preparing to reenter the teaching field. Three students will complete the coursework that will be used by the academy Spring 2021 and are using the credits for occupational upgrades and toward undergraduate degree programs. Five students have been accepted into the CTE master's program at Utah State and will complete the CTE Teaching Academy as part of the master's program. The success of the CTE Teaching Academy resonated with several industry and educational partners, and multiple inquiries and requests were received to expand the program throughout the state and create an ongoing program that will increase the number and teaching skills of trained teachers for CTE programs at both the technical colleges and public schools.

**Consistency with
Institutional Mission
& Institutional
Impact***

Utah State University already offers these courses as a part of Technical Education emphasis in the Technology and Engineering Education program. This certificate will allow better access to the program statewide and provide an avenue for professional development for Career and Technical Education professionals.

Finances*

Funds will be reallocated internally in the Department of Aviation and Technical Education (AVTE) to be able to accommodate the program. The courses will be taught online and not require facilities or physical space to accommodate students.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

Methods of Teaching and Learning

- TEE 3200 Methods of Teaching Engineering and Technology Education I
- TEE 4400 Methods of Teaching Engineering and Technology Education II

Curriculum and Program Development

- TEE 5220 Program and Course Development (CI)

Evaluation and Assessment


- TEE 3930 Evaluation of Career and Technical Education

Teaching with Technology

- TESS 3100 Digital Tools for Learning (new course submitted for approval)


Classroom and Laboratory Management

- TESS 3120 Classroom and Laboratory Management (new course submitted for approval)

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Aviation and Technical Education - Welding Technology

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

None

Proposed Title* Welding Technology

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 48.0508

Minimum Number of Credits if

18

Credits (if applicable)*

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☒ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

Utah State University requests approval to offer a Welding Technology Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Welding Technician is an 18 credit hour stackable credential that will also fill some of the requirements for the Certificate of Completion and an Associate of Applied Science degree in Welding Technology. In addition, this certificate program also qualifies students for welding technician jobs and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs in related fields.

Section II: Program Proposal

Proposed Action & Rationale*

The Welding Technology Certificate of Proficiency is designed to help students prepare for and pass industry welding tests for employment and implementation administered by employers and job sites. The aim of the Welding Technician Certificate of Proficiency is to allow students a fast entry into the welding field with a marketable skill set and industry recognized credentials. Students who complete the certificate will be prepared to work in the industry or create their own small business built around their acquired skills.

Labor Market Demand (if applicable)

The United States Bureau of Labor Statistics projects employment of welders to grow 4% year over year from 2019 to 2029 (<https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm>). The industry has outperformed past expectations, however, with a 19% growth in the preceding five-years. Welding Technician is a sizeable occupation with a low barrier for entry with a higher opportunity for earning potential for the technician over comparable certificate programs. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for skilled welders and fitters. An opportunity to earn certifications in welding during the course of one semester will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an apprenticeship with local industry partners. This will help to alleviate educational costs and will also reduce the on-the-job learning curve and enable students to quickly earn an equitable wage mandated by the state of Utah as a registered apprenticeship program.

Welding jobs fall within similar occupations of cutting, soldering, and brazing: occupations where most moderate training occurs on the job and industry hours are required. The statewide median wage for these occupations which vary within individual emphasis area pay structure is \$21.25 per hour, which is above the national average. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

**Consistency with
Institutional Mission &
Institutional Impact***

The proposed Certificate of Proficiency in Welding Technician will be offered through the Department of Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a one-year Certificate of Completion in Welding Technology. Credits earned in the certificate program(s) will be applied to requirements for existing Certificate and AAS programs:

- CC, Welding Technology
- AAS, Welding Technology
- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University currently offers as Associate of Applied Science degree in Welding Technology. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus and creates a needed framework to lead the state in forming new partnerships with the Utah System of Higher Education – Technical Education Division, including specific partnerships with the Davis Applied Technology College (DATC), Uintah Basin Technical College (UBTech), and Bridgerland Technology College (BATC) campuses. The certificate will carefully articulate with other USHE campuses to provide additional opportunities for students while avoiding unnecessary duplication of effort and also allow students a pathway into university credentials through prior licensure with supplemental coursework.

Finances*

The proposed Certificate of Proficiency will be cost neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library, or operational funds are required. There will be no budgetary impact to other programs or units at Utah State University.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

The certificate will allow students a pathway into the institution from previously earned concurrent enrollment credits. WELD 1110 and WELD 1120 which make up a large portion of the proposed certificate are eligible for concurrent enrollment credit through Utah State University Eastern.

UtahStateUniversity

Certificate of Proficiency in General Technology

Core Welding Processes

Last Name:	First Name:	A#:
Advisor:	Origination Date:	Date of Last Revision:

Welding Theory Course (select one 3 credit course)	Credit Hours	Complete	Semester/Year Completed
WELD 2400 – Print Reading for Welders	3		
WELD 2500 – Weld Inspection	3		
WELD 2600 – Metallurgy	3		

Technical Courses (15 credit hours)	Credit Hours	Complete	Semester/Year Completed
WELD 1100 – Shielded Metal Arc Welding (SMAW)	5		
WELD 1120 – Beginning Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW)	5		
WELD 1150 – Beginning Gas Tungsten Arc Welding (GTAW)	5		
Technical Credit Hours:	15		
TOTAL MINIMUM CREDIT HOURS	18		


I have reviewed this degree plan with my advisor and understand that it represents the most effective way to achieve my educational goals based on the information that I supplied to my advisor at that time.

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

by clicking on the **Save** icon located on the right hand side of the screen.

Step 5: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

**CEHS CHASS HSB - *CHaSS Courses Communication Studies and
Philosophy History Human Development and Family Studies
Kinesiology and Health Science Management Political Science
Psychology Social Work Sociology and Anthropology - Conflict
Management and Facil**

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

**COLLEGE (include all
cross listed
colleges)***

CEHS

CHASS

HSB

**DEPARTMENT
(include all cross
listed
departments)***

*CHaSS Courses

Communication Studies and Philosophy

History

Human Development and Family Studies

Kinesiology and Health Science

Management

Political Science

Psychology

Social Work

Sociology and Anthropology

Current Title (if applicable)* NA

Proposed Title* Conflict Management and Facilitation - Institutional Certificate of Proficiency

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 30.0501

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Institutional Certificate of Proficiency

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☒ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

The Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences is requesting permission to create a Certificate of Proficiency in Conflict Management and Facilitation. The proposal uses existing courses and faculty across a number of departments and colleges, and develops a certificate that will enhance job prospects for students in any major.

Section II: Program Proposal

Proposed Action & Rationale*

The Department of Communication Studies and Philosophy recognises an ongoing need for educational offerings and training related to conflict management and facilitation. This is seen in the high demand and large waitlists for CMST 3600 *Communication and Conflict*. A similar demand exists for the CMST 5600 *Advanced Communication and Conflict* course. This demand for courses includes students from within the Communication Studies program as well as non-majors. This certificate will help to meet the educational demand for skills and training in this area for students across USU's campus and provide an educational credential that can accompany students upon graduation.

Currently, the only university in the State of Utah where students can acquire undergraduate degrees/certification in conflict is through the University of Utah. The proposed Institutional Certificate of Proficiency Conflict Management and Facilitation at Utah State University will provide USU learners an additional opportunity to receive this kind of training.

In discussing these issues within the department and in conjunction with the Dean's Office it was proposed to create this certificate program.

Labor Market Demand (if applicable)

Conflict management and facilitation skills are useful and in high demand for jobs in a wide range of careers. Employees in United States companies spend roughly 2.8 hours each week involved in interpersonal and group conflict. This amounts to approximately \$359 billion in hours paid each year that are focused on conflict (CPP Inc., 2008, Pollack, 2021). Conflict in the workplace has grown prevalent for most workers, with 85 percent of workplace employees experiencing some kind of conflict (CCP Inc., 2008). Many people report that conflict makes them feel confused and anxious. Conflict arises in many settings and can negatively impact relationships, opportunities, and communities. The capacity to understand and manage conflict is a highly valued professional skill that can help to foster healthy relationships and support a more peaceful and productive way of being.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be a "premier student-centered land-grant and space-grant university." In order to accomplish this goal, the university emphasizes that academics come first and places importance on cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement. The Conflict Management and Facilitation Certificate of Proficiency is consistent with the mission of Utah State by offering a program for students that focuses on improving the common good through various types of organizations and practices.

At USU, conflict management skills help students become more resilient and successful in their classes and relationships during their time at USU. For several years, USU 1010: University Connections has held a Conflict and Communication workshop for all first-year incoming USU students. It has been consistently rated the most successful and useful workshop by Connections students. It is clear that there is both a need and a demand for more curriculum on conflict management and facilitation skills.

Finances*

This certificate of proficiency will be created using existing courses across a number of

departments and colleges. No new financial resources are needed.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

This certificate of proficiency will be housed in the Department of Communication Studies and Philosophy. The course offerings will include classes from across several disciplines. This will provide flexibility to students as they pursue the different emphasis areas offered within the certificate program.

The certificate will have a core of required classes. These classes will cover theory and practices of collaborative conflict, conflict management, and facilitation. Additionally, students will choose a group of classes in specific interest areas including negotiation and persuasion, social justice and equality, intercultural/global, peace building, and relational/organizational. Students can select a group of classes from one of these areas, or they can choose any collection of courses from the various programs. See the attached program curriculum for details.

The idea behind this structure is that many programs talk about the importance of communication and conflict skills. Therefore, a student in political science, education, business, etc., can use their relevant coursework and add the core conflict communication classes to it. Additionally, a student who hasn't chosen a major yet but wants to pursue this certificate can do the core courses and then explore coursework in a variety of programs that are connected to it. Thus, students in majors and those still looking for one can use this certificate as a way to focus their studies.

In developing the program curriculum for this certificate of proficiency, support has been given from the various department heads and section coordinators. These include: Jennifer Peeples (Communication Studies and Philosophy), Anthony Peacock (Political Science), Ravi Gupta (History), Scott Bates (Psychology), Jessica Lucero (Social Work), Judson Finley (Sociology and Anthropology), Scot Allgood (Human Development and Family Studies), Eadric Bressel (Health Education Promotion), Patrick Mason (Religion Studies), and Vijay Kannan (Business).

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch



icon to launch your proposal.

CHASS - English - English - MA MS

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)* English - MA MS

Proposed Title* English - MA MS

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Instructional Programs

CIP Code (6-digits)* 23010

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

Type of Degree: (BA, BS, etc.)* MA/MS

Request

Step 4: Select the Type of Change Being Requested.

New Programs:

- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:

- ☐ Program Transfer
- ☒ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:

- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative Units:

- ☐ New Center
- ☐ New Institute
- ☐ New Bureau
- ☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☒ Yes
☐ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

The Department of English is requesting permission to add a specialization to the existing MA/MS in English that will be titled "Literature, Culture, and Composition" (LCC). With the addition of this second track, students would have to choose between one of two tracks: Creative Writing (which requires that students take four graduate workshops in creative writing and complete a creative thesis) or Literature, Culture, and Composition (which requires that students take one face-to-face course in each of the specialization's three areas: Literature, Culture, and Composition). Students would no longer receive an MA/MS in English without a specialization.

Section II: Program Proposal

Proposed Action & Rationale*

The addition of this second specialization within the MA/MS in English will balance the options within the degree program, giving students a choice between two structured specializations. They will make that choice when they apply, and their applications will be reviewed by an admissions committee of faculty who teach courses in the specialization to which they have applied. In the current organization, students who do not choose the structured Creative Writing specialization find themselves, by default, in a "no specialization" or "general" option that has no specific requirements to guide students in their choice of courses for their program of study. This amorphous option is atypical of master's degree programs at other institutions and fails to attract prospective students with a definable course of study.

Labor Market Demand (if applicable) not applicable

Consistency with Institutional Mission & Institutional Impact*

The proposed changes retain the existing program's consistency with USU's mission and give graduate students two clear and well-defined programs of study.

Finances*

The proposed changes to the existing specialization will use existing courses and faculty. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative


The MA/MS in English is a great program for students who are looking for a broad education in English. Students are able to take a variety of classes and gain a broad base of knowledge to prepare them for further education or teaching. Students receive the kind of training necessary to prepare them for the professional world of academia. They are able to gain experience presenting their work at conferences and submitting for publication.

The MA degree requires students to gain proficiency in one or more foreign languages. The MS degree is identical, except that it does not require foreign language study.

The MA/MS in English consists of two specializations—Literature, Culture, and Composition, and Creative Writing. All students apply for, and are admitted to, one specialization or the other.

[Literature, Culture, and Composition:](#) This specialization is for students who wish to do advanced work in the fields of literature, cultural studies, and/or composition and rhetoric. The aim is to professionalize students, helping them to become scholars and teachers of English.

[Creative Writing:](#) This specialization allows students to do advanced work in creative writing, concentrating on poetry, fiction, and/or creative nonfiction. Students with a strong background in creative writing who desire to continue on that path are encouraged to apply.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your

proposal.

CHASS HSB - Communication Studies and Philosophy Economics and Finance Government Relations History Management Marketing and Communications Political Science Social Work Sociology and Anthropology - Leadership and Diplomacy Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

HSB

DEPARTMENT (include all cross listed departments)*

Communication Studies and Philosophy

Economics and Finance

Government Relations

History

Management

Marketing and Communications

Political Science

Social Work

Sociology and Anthropology

Current Title (if Leadership and Diplomacy Certificate of Proficiency

applicable)*

Proposed Title* Leadership and Diplomacy Certificate of Proficiency

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 52.0213

Minimum Number of Credits (if applicable)* 21

Maximum Number of Credits (if applicable)* 21

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☒ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

The purpose of this certificate is to increase student awareness, knowledge, and skills that will make them more effective leaders, communicators, negotiators, and problem solvers in their respective careers and communities locally, nationally, and internationally.

Section II: Program Proposal**Proposed Action & Rationale***

As the world and its problems become more complicated, the need for effective leadership and diplomacy at all levels of society is paramount. Key to this effectiveness are improved communication skills that help students better communicate ideas as well as understand the varied perspectives of different societal stakeholders. Also essential is an understanding of how governmental institutions and policy processes structure societal interactions and how they can facilitate and constrain leadership objectives and actions. As a result, this certificate focuses on developing skills and knowledge within two primary academic areas -- communication and government (i.e., political science). Other supportive academic areas include coursework from history, religious studies, sociology, social work, and business.

Labor Market Demand (if applicable)

While there are myriad definitions of leadership, it can be defined as “a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.”¹ Relatedly, diplomacy can be defined as the “art and science of maintaining peaceful relationships between nations, groups, or individuals.”² Both concepts require individuals to inspire or work with others and imply that problems and goals require social or collective efforts.

To get others to work towards a collective goal requires skills in communication, conflict resolution, active listening, empathy, strategic thinking, and problem-solving, among others. This certificate is designed to help students develop these skills that will prepare them for a variety of careers in government, journalism, law, the foreign service, non-governmental organizations, international organizations, and business.

¹ Kevin Kruse, “What is Leadership?,” *Forbes*, April 9, 2013.

² National Geographic Encyclopedia,
<http://nationalgeographic.org/encyclopedia/diplomacy> accessed May 24, 2021.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. This certificate builds upon these aims by enabling students to think critically about leadership while building the skills to effectively engage with others in their local, national, and international communities.

Finances*

The new certificate will require no additional costs and will be administered by the faculty and staff associated with the Institute of Government and Politics (IOGP). The development of one new course (Leadership Seminar) will be taught and administered by existing IOGP faculty and staff.

The capstone internship requirement will require some student investment for internships outside of Utah (e.g., Washington DC, International), but for students that are unable or unwilling to finance such endeavors there are local internship options (including international) available. Development of scholarship funds to support additional national and international internship opportunities for more students are strongly encouraged at the departmental, college, and university level.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

This proposed certificate program proposal has been submitted to and received prior approval by the department heads of all affected departments. Once implemented, students will need to apply for the certificate program as the program builds capacity in terms of course and internship offerings. Limits on the number of students participating in the program, as well as course offerings, will be evaluated annually after consulting with affected departments and advising offices.


Applications will be accepted and vetted by the IOGP working in conjunction with CHaSS advising. The CHaSS advising staff will review and officially sign off on the certificate requirements for participating students.

All students in the certificate program must select either a domestic or an international/global track. The dual tracks aim to ensure that all students graduating with the certificate have key communication skills as well as an understanding of government and governmental processes, either at the national/local or the international/global level. This foundation will help students wishing to exert leadership in a variety of professions, in particular careers in government, nonprofits, or business. It is also designed to complement a wide variety of majors and minors, as well as existing certificate programs, throughout CHaSS and the wider university.

In addition to this foundational background, all students will be required to participate in a leadership course that aims to introduce students to a variety of career options as well as networking opportunities with alumni and other professionals working domestically and internationally. This course may include a combination of speakers with site visits (to Salt Lake City and/or Washington DC), and or international conference participation (e.g., UN Youth Summit, annual UN Commission on the Status of Women conference).


In addition to the above foundation, students deepen their knowledge and skills by selecting from a variety of electives in the departments of Political Science, Communication, Sociology, and the School of Business.

As a capstone experience, juniors and seniors in the program will be required to complete an internship for academic credit that will allow them to both observe in practice and apply the knowledge and skills they have acquired from their courses to real world settings. To help with placement, students in the program will receive individual advising and mentoring from USU faculty and staff to help secure an internship that best meets their personal and professional skills and objectives.

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Composite Materials and Structures - MS

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Utah State University, College of Engineering

Sponsoring Academic Department(s) or Unit(s): MAE

Classification of Instructional Program Code¹ : 14.0201

Min/Max Credit Hours Required of Full Program: 33 / 33

Proposed Beginning Term²: Fall 2022

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Composite Materials and Structures - MS effective Fall 2022. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed MS in Composite Materials and Structure program will be administered and delivered by the USU Mechanical and Aerospace Engineering (MAE) department. The MAE department will host the degree program.

The program is an MS Plan-C Program (coursework only) and requires a total of 33 credit hours of coursework (15 core credit hours and 18 elective credit hours) with a minimum of 15 credit hours at the 6000-level or higher. Instruction will include the design, formulation, modeling, construction, and analysis of composite materials.

The program is directed at providing USU graduate students and industry professionals the opportunity to become familiar with how composites materials are used in several areas of engineering research and design across multiple industries. Graduates will develop the ability to better understand the applicability of these materials in improving and advancing product design.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The College of Engineering provides unwavering support to the USU mission to be a premier student-centered land-grant university focused on quality research and excellent student outcomes. The MAE department is a key component of the college. The addition of this MS program will support USU's mission by:

- 1) Furthering our students' proficiency in material science, which is often cited by industry as a valuable strength.
- 2) Advancing their long history of working with composite materials. Several of their current courses focus on the use and application of advanced materials. For example, the Mechanics of Composite Materials I (MAE 5060) provides instruction on the formulation, construction, and use of non-isotropic materials.
- 3) Continuing to support industry funded research projects, dealing with the analysis and properties of composite materials, by providing the student talent necessary to perform this research.
- 4) Supporting the MAE department's aerospace emphasis. Aerospace is a significant consumer of composite materials.
- 5) Continuing to support the UTAH Governor's Office of Economic Development (GOED), which encourages programs that will support Utah's aerospace industry. Recently, GOED indicated that Utah's core aerospace and defense competencies, including design, composites manufacturing, software and control systems, supported regional and national air service as well as advanced space systems, and thanks to research universities such as Utah State University, their state lead the nation in aerospace technology development.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Recently the college began an effort to improve its interactions with industry by focusing on their hiring and research needs and how they can be supported by them. Initially, they began by collecting information on the academic rigor and capabilities partners look for when hiring. One outcome of this data collection was a request to incorporate more composite materials coursework into the degree, particularly if the coursework can be accessed by industry.

The College of Engineering has a long-standing relationship with the Utah Advanced Materials and Manufacturing Initiative (UAMMI), a 501 c3, which brings together public, private, community, industry and education partners to assure growth and sustainability of Utah's advanced material and manufacturing industry. UAMMI's mission is to ensure Utah is the global leader in value-added advanced materials, manufacturing, technology development, and design by integrating industry, academic and government contributors in ways that enhance collaboration, promote business opportunities, share knowledge resulting from relevant research and engage a skilled and trained workforce. UAMMI is a strong supporter of the need for, and value of, the proposed program.

Another outcome of our industry data gathering was a request to establish a Center for Advanced Composite Materials and Structures. With significant industry support, the Center was recently approved for funding by the Utah State Legislature as a collaborative effort between USU and Weber State University. In addition to a strong research focus, this Center will serve as a key component of the MS program by supporting the hands-on instruction portion of the course. Combined with available online learning resources and traditional in-class instruction, the primary components of the MS program are now in place.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The College of Engineering (COE) and each department in COE have very active Industry Advisory Boards (IAB). IAB member representatives include Boeing, Northrop Grumman, Lockheed Martin, Hill Air Force Base, Idaho National Laboratory, Autoliv, Williams Aviation, and ENVE Composites. The IAB members represent companies that use advanced materials in their products and research. All of these companies have expressed a desire to make the composite materials and structures program available to their engineers.

Recently the Utah GOED, working with a consortium of universities including USU, companies, and foundations such as UAMMI, received funding from the US Department of Defense (DOD) to be designated as a Defense Manufacturing Community (DMC). Utah is now one of six DMCs in the US. This multi-year, multi-million dollar grant establishes Utah as a core provider of the research, products, systems, and talent deemed of highest value to the DOD's mission. Advanced materials and an expertise in their application play a very significant role in this mission.

The Utah DMC supporters encompass more than 70 industry organizations, including America Makes, American Manufacturing Community Collaborative (AMCC), the Institute for Advanced Composites Manufacturing Innovation (IACMI), Society for the Advancement of Material and Process Engineering (SAMPE), and the American Composites Manufacturing Association (ACMA). They provide both a local and national perspective. All of these organizations are looking for programs that provide their member companies with the necessary advanced

knowledge and hands-on training in composite materials in support of their contribution to the Utah DMC.

UAMMI shared an analysis conducted in 2020 which found that from 2015 to 2019 there were 4,905 job postings in Utah for engineers with composite materials backgrounds. Of those, 91% (4,463) required a minimum of a bachelor's degree with most preferring or requiring a master's degree. In that same period, 40 companies were actively hiring. From 2015 to 2019 there were 3,609 Composite Technicians job postings which required a bachelor's or master's degree. The analysis also revealed the need for engineers and technicians with a composite materials background in Utah is expected to grow to over 15,000 in the next few years.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Both recent graduates and current students have requested courses which provide more advanced understanding of composite materials and their application in industry. As these students look toward careers in aerospace, they appreciate the need to better understand the role composites play in this industry. With this need in mind, the MAE Department at USU recently added several senior design projects dealing with composites and related technologies. This MS program will provide an additional avenue for these students to gain proficiency in working with composite materials. While some of these students will likely not pursue a master's degree until after entering the workforce, it is expected they will turn to USU for this degree.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

While some USHE institutions currently offer undergraduate courses in composite materials, currently no USHE institution offers an advanced degree in this area. Their review of the courses provided in the intermountain area did not find any graduate-level courses in composite materials.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.gov/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

As was previously mentioned, the recently funded and to-be-established Center for Advanced Composite Materials and Structures will be a collaboration between USU and Weber State University (WSU). Given WSU's more central location, they anticipate that much of the MS program's hands-on learning will take place at WSU. The USU faculty will work with their colleagues at WSU to develop the curriculum for this aspect of the program. It is believed this will be a very mutually beneficial partnership.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the development of this program. However, it is believed of value to note

that the feedback from USU's recently completed ABET accreditation process indicated the importance of the high level of industry involvement in the MAE programs. The ABET Review Committee referenced several instances where industry involvement was of significant value to USU. ABET encouraged the MAE Department to continue to find ways to expand and strengthen industry relationships.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Plan C - Coursework only

33 credits total (Graduate School requirement for Plan C)

At least 15 credits at the 6000-level or above (Graduate School minimum)

Admission Requirements

List admission requirements specific to the proposed program.

BS in an engineering, or materials science and engineering, or other relevant discipline;

A minimum admission GPA of 3.3 (calculated using all grades from last 60 semester or 90 quarter credits earned);

GRE scores at or above the 40th percentile for Verbal Reasoning and 70th percentile for Quantitative Reasoning.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The new degree program will be administered by the MAE Department which has in place the administrative infrastructure necessary to manage the program. MAE has a graduate committee that oversees the graduate programs and a full-time staff member assigned to the graduate program. Additional institutional resources for the development of the program have been approved by the state, and no additional financial resources beyond this are required. The only impact of this program on the current course load is that it will slightly increase the 5000-7000 level class sizes. However, enrollment in these courses is typically below enrollment caps.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Two additional Professor of Practice positions required by the MAE department for the development of the program have been approved.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Additional staff lines will not be required. Existing staff will be sufficient to support this program.

Student Advisement

Describe how students in the proposed program will be advised.

The mechanics of admission to the program and fulfilling program requirements are handled by an existing full-time staff graduate coordinator. Since this is primarily a coursework-only degree, students may also be advised by course instructors.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Current library resources are sufficient for this program.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goal of the program is to provide graduate students and early- and mid-career professionals with an opportunity to develop an understanding of composite materials and structures. It also provides an opportunity to achieve a broad high-level knowledge in this area. Attainment of these goals will be measured by employers and the placement rate of graduates within local and national organizations in industry and government.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Progress of student learning for each course is assessed with formative measures such as quizzes and projects assignments during each course. Learning as a whole is assessed with summative measures based on final exams or comprehensive final projects.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-	MAE/CEE 5060		Mechanics of Composite Materials I	3
+	-	MAE/CEE 6070		Mechanics of Composite Materials II	3
+	-	MAE 5050	X	Advanced Composite Materials	3
+	-	MAE 6050	X	Manufacturing of Composite Materials and Structures	3
+	-	MAE 6055	X	Testing of Composite Materials	3
+	-				
+	-				
Add A Group of Courses					
Required Course Credit Hour Sub-Total					15
Elective Courses					
+	-	MAE 5020		Finite Element Methods in Solid Mechanics I	3
+	-	MAE 5350		Kinematics	3
+	-	MAE 5670		Fracture Mechanics	3
+	-	MAE 6010		Finite Element Methods in Solid Mechanics II	3
+	-	MAE/CEE 6090		Theory of Plates and Shells	3
+	-	MAE 5930		SP: Advanced Aircraft Structures	3
+	-	MAE 6010		Continuum Mechanics	3
+	-	MAE 6930		Special Problems	3
+	-	MAE 5930		SP: Additive Manufacturing	3
+	-	MATH 5410		Methods of Applied Mathematics	3
+	-	MATH 5420		Partial Differential Equations	3
+	-	MATH 5710		Introduction to Probability	3
Choose of the following courses:					
+	-				
+	-				
Add A Group of Courses					
Elective Credit Hour Sub-Total					18
Core Curriculum Credit Hour Sub-Total					33

Add An Emphasis

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

This is an MS Plan-C Program coursework-only. The program of study has 5 required courses (15 credit hours) and 6 electives (18 credit hours) for a total of 33 credit hours. A minimum of 15 credit hours must be at the 6000-level or higher. The 5 required courses are designed to provide an overview of composite materials and structures as well as elements that are unique to composite materials and structures. Students have the opportunity to choose 6 courses from 12 different electives to either specialize in a particular area or diversify into different areas. The program is designed to provide students and early- and mid-career professionals in the mechanical and aerospace community with an opportunity to seek an advanced degree. The courses will be offered face-to-face on the USU Logan campus, WSU campus, and/or with the online format.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Toggle Cut-and-Paste

Toggle Table

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	6	10	4
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	0
Faculty: Part Time with Masters	0	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			0
Staff: Full Time	0	0	4
Staff: Part Time	0	0	0

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

List current faculty within the institution with academic qualifications to be used in support of the proposed program(s).							
	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Thom	Fronk	T	PhD	Virginia Tech	10%	
	Juhyeong	Lee	TT	PhD	Mississippi State	30%	
	Nadia	Kouraytem	TT	PhD	KAUST	20%	
	Ryan	Berke	TT	PhD	UIUC	10%	
	Haoran	Wang	TT	PhD	UIUC	10%	
	Yanqing	Su	TT	PhD	Georgia Tech	10%	
						%	
						%	
						%	
						%	
						%	
						%	
							Add Another Full Time
Part Time Faculty							
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
							Instructor
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	1	3 years of research lab or industry experience	90%
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	1	3 years of research lab or industry experience	90%
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)		8	12	15	19	22
# of Graduates from Department						
# Graduates in New Program(s)		0	6	14	17	21
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$175,000	\$175,000	\$175,000		
Operating Expenses (equipment, travel, resources)	\$0	\$250,000	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$425,000	\$175,000	\$175,000		
TOTAL EXPENSES	\$0	\$425,000	\$175,000	\$175,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$425,000	\$175,000	\$175,000		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING		\$425,000	\$175,000	\$175,000		
TOTAL DEPARTMENT FUNDING	\$0	\$425,000	\$175,000	\$175,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

USU COE has received \$425K from the state to establish the program, with \$250K one-time funding, and \$175K ongoing funding. The one-time funding will be used to develop lab equipment and travels related to the establishment of the program. The ongoing funding will be used to hire two new Professors of Practice to develop and teach the new courses and related labs for the program. Other additional workload imposed by this degree is minimal and will have no impact on tasks that would normally be done by current faculty and staff.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

College of Engineering differential tuition received from this program may be directed back to this program as needed.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

USU COE has received \$425K from the state to establish the program, with \$250K one-time funding, and \$175K ongoing funding. Additionally, our collaborator, Weber State University, also received \$425K from the state.

PRES VPRS - Government Relations Office of Research Administration Office

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information

Paul Barr: Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

COLLEGE or
UNIVERSITY
DIVISION: *

PRES

VPRS

DEPARTMENT or
UNIT: *

Government Relations

Office of Research Administration Office

PROPOSED UNIT
TITLE: Institute for Land, Water, and Air

Request

Step 2: Select the Proposed Type of Unit Being Requested.

Unit Being Requested*

- ☐ New Administrative Unit (except new colleges and professional schools - use full template)
- ☐ New Centers
- ☒ New Institutes
- ☐ New Bureaus

Description/Narrative

Administrative Unit Description and Narrative*

The Institute for Land, Water, and Air is an interdisciplinary unit designed to communicate and expand USU's excellence in land, water, and air research. The institute brings together USU researchers in these areas and connects them with Utah problem solvers, including members of local, state, and federal government. The vision of the institute is to help Utah maintain a high quality of life for its citizens while valuing and optimizing the state's shared resources. The outreach-focused institute helps fulfill USU's land-grant mission by providing the state with informed and unbiased expertise on Utah's shared resources to clarify the impact of past and potential actions. The institute reports directly to the Office of the President and collaborates closely with the Office of Research and the Vice President for Federal and State Relations.

Step 3: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch 🚀 icon to launch your proposal.

ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting held October 14, 2021 from 3:00-4:00 p.m. in Champ Hall and via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Dan Coster, College of Science
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Katie Burns, Student Affairs
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Porter Casdorph, USUSA
- Sterling Bone, Jon M. Huntsman School of Business

Guest:

- Janet Andersen, Vice Provost

AGENDA

1. New Business
 - a. Introductions
 - b. Welcome to Katie Burns, the new representative from the Division of Student Affairs.
 - c. Posthumous Degree Language Adjustment: Janet Anderson
 - i. Janet Anderson presented proposed adjustments to the [Posthumous Degrees](#) language in the catalog. She noted that Utah State does not currently have a standardized process regarding posthumous degrees and that there has been interest in standardizing the process. She mentioned support from various individuals, including the president, provost, various deans, and individuals in the Division of Student Affairs. If students were not close to completing a degree, Janet said that a certificate of achievement could be considered.

Janet mentioned the involvement of Student Affairs and the academic departments in determining whether a posthumous degree is appropriate for individual students. She would like the process to be more standardized and comparable with other USHE institutions. Janet

outlined the current process of handling posthumous degrees, including working with the Division of Student Affairs, associate deans, department heads, and academic advisors.

The committee discussed the determination of degree progress (semesters, credits, degree requirements, etc.). The committee discussed the possibility of creating an honorary-type degree in lieu of an actual degree. Members of the committee considered instituting various levels of degree progress (e.g., 50% or more progress would satisfy the requirements for a posthumous degree, whereas less than 50% progress may constitute a certificate of achievement). Janet would like the decision to be more conversationally based and less mathematically based. The committee discussed revising the current language to include differentiation between degrees that require four or more years to complete and those that are generally completed in less than two years. They talked about the affordances of using the language “reasonably complete” and determined that this approach provides flexibility for all involved.

The committee revised the statement as follows:

“When a current USU student dies, the Office of the Provost will initiate a review of the academic work that has been completed. If it is determined, in consultation with the academic advisor, department head and dean, that the student could have reasonably completed all remaining requirements for a bachelor’s or a doctoral degree (a four-or-more year degree) with an additional two semesters of enrollment, the degree will be granted. If it is determined that the student could have reasonably completed all remaining requirements for an associate’s degree or a master’s degree (a one-to-two-year degree) with an additional one semester of enrollment, the degree will be granted. If the student does not qualify for a posthumous degree, a certificate of achievement may be awarded to honor the work the student completed. If it is determined that a degree can be awarded, the Office of the Provost will work with the Office of the Registrar to have the posthumous degree posted.”

- ii. *Motion to approve the proposed wording to the Educational Policies Committee made by Fran Hopkin. Seconded by Mykel Beorchia. The vote was unanimous for all present.*

d. Email Communication Policy Language Adjustment: Fran Hopkin

- i. Fran announced that the Registrar's Office is doing a thorough audit of the university catalog content and may find additional policies that will need revisions. The committee determined that the Registrar's Office would have the autonomy to clean up obsolete terms or processes, but that substantive changes would need to be brought to the committee. The committee talked about the various approval methods of entering policies into the catalog.

Fran explained that the decommissioning of the Aggiemail service necessitated a revision to the [Email Communication Policy](#) in the General Catalog due to its language surrounding the preferred email address, which is no longer in effect.

The committee revised the proposed statement as follows:

"USU now provides an official A#@usu.edu email account to all students for use during their academic career. The university uses this address to send important communications to students.

"University officials, including advisors, professors, administrators, and various office personnel, will use this email account as an official means of communication.

"It is the responsibility of all students to check their email accounts on a regular basis. Students will be held accountable as being officially notified when any correspondence is sent by university representatives to their official email account."

- ii. *Motion to approve the proposed wording to the Educational Policies Committee made by Mykel Beorchia. Seconded by Katie Burns. The vote was unanimous for all present.*

Adjourn: 3:44 p.m.

CAAS - Aviation and Technical Education - Drafting Design - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Not Applicable

Proposed Title* Drafting Design - Certificate of Proficiency

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 15.1302

Minimum Number of Credits (if applicable) * 17

Maximum Number of Credits (if applicable) * 17

Type of Degree: (BA, BS, etc.) * Certificate of Proficiency

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☒ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change) Not Applicable

Additional Approvals (if applicable)**Graduate Council***

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

Utah State University requests approval to offer a Certificate of Proficiency in Drafting Design effective Fall 2022. The Drafting Design Certificate of Proficiency is a 17-credit-hour stackable credential that will also fulfill requirements leading to Certificates of Completion and the Associate of Applied Science degree in General Technology. In addition, this certificate also qualifies students for positions within the engineering, drafting, and design area and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs including related areas of interest in design and advanced manufacturing.

Section II: Program Proposal

Proposed Action & Rationale*

The Drafting Design Certificate of Proficiency has been designed through collaboration with industry and education in order to help frontier individuals find a skill set in a new areas of the Southeast. The certificate program has been created with the four-corners region as the intended space for launch with campus homes in Blanding, Price, and future expansion to Moab. This program will facilitate individuals from the reservation an entry into the university with the ability to earn a University certificate after one semester and marketable skills that are able to be performed from anywhere. The aim of the Drafting Design Certificate of Proficiency is to allow students a fast entry into the 2D and 3D design space with a marketable skill set and industry developed curriculum. Students who complete the certificate will be prepared to work in the industry, create their own small business built around their acquired skills with low barriers for entry, or work toward more advanced degrees centered around their interests.

Labor Market Demand (if applicable)

According to the Bureau of Labor Statistics, in 2021 the average annual salary in the drafting industry is \$54,500, with a median wage of \$26.20, significantly higher than the average wage for all industries (<https://www.bls.gov/oes/current/oes173019.htm#ind>). Drafting is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician once the student selects a concentration area. Average wages fluctuate depending on drafting area of expertise, with architectural drafters earning an average wage of \$27.91 and electrical and power generation drafters earning \$36.54 per hour. An opportunity to earn certifications in Drafting Design during the course of one semester will allow students to become familiar with higher education and gain current occupational training in a short period of time.

Drafting jobs fall within similar occupations of designers, surveyors, and emerging technical fields. These are occupations where specific tasks and expectation training occurs on-the-job and in industry settings. The median wage for these occupations as manufacturing technicians and designers in Carbon County is \$22.50 per hour, which is above the state and national average. As the proposed Certificate of Proficiency offers accelerated entrance to the job market and a short-term credential, students are able to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify and help to bring new jobs to rural areas of Utah.

**Consistency with
Institutional Mission
& Institutional
Impact***

The proposed Certificate of Proficiency in Drafting Design will be offered through Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, nationally developed certification as well as a stackable credential toward a one-year Certificate of Completion in Engineering Drafting and Design Technology. Credits earned in the certificate program(s) will meet requirements for existing certificate and AAS programs:

- CC, Engineering Drafting and Design Technology
- AAS, General Technology

Additionally, the Department of Aviation and Technical Education (AVTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology with emphasis areas in General Business, Design and Creative Arts, Allied Health Systems, and Technology Systems. The proposed Certificate of Proficiency would likely lead toward the emphasis in Technology Systems. The proposed certificate provides an opportunity to develop region-specific training at USU residential campuses in rural parts of the state and creates a needed framework to lead the state in forming new partnerships and alignment with the Utah System of Higher Education – Technical Education Division.

Finances*

The proposed Certificate of Proficiency will be cost neutral. All courses for the proposed certificate are currently offered and no new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact to other programs or units at Utah State University.


Section III: Curriculum (if applicable)

Certificate of Proficiency

Drafting Design


Required Drafting Theory Course (14 credit hours)	Credit Hours	Complete	Semester/Year Completed
EDDT 1010 – Technical Drafting	5		
EDDT 1040 – CAD Level I: Intro to CAD	3		
EDDT 1200 – 3D Modeling (Solidworks)	3		
ELET 1110 – Technical Mathematics	3		
	14		

Elective Technical Courses (3 credit hours)	Credit Hours	Complete	Semester/Year Completed
EDDT 1100 – Residential Architectural Drafting	3		
BCIS 2500 – Web Business	3		
BUSN 2710 – Entrepreneurial Thought	3		
EDDT 2977 – Internship Education Experiences	1-3		
Required Technical Credit Hours:	3		
TOTAL MINIMUM CREDIT HOURS	17		

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Bachelor of Science in Environmental Planning

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Landscape Architecture and Environmental Planning

Classification of Instructional Program Code¹ : 6 - Digit CIP: 03.0103

Min/Max Credit Hours Required of Full Program: 120 Min Cr Hr / 120 Max Cr Hr

Proposed Beginning Term²: Fall 2022

Institutional Board of Trustees' Approval Date:

Program Type (mark all that apply with an x):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify ward type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify ward type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (mark all that apply with an x, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

Utah State University's Department of Landscape Architecture and Environmental Planning requests approval to offer the following degree(s): Bachelor of Science in Environmental Planning

To be effective on: Fall 2022

This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Program Description

Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer a Bachelor of Science in Environmental Planning. The mission of the B.S. in Environmental Planning undergraduate program is to prepare future professionals to recognize the reciprocal relationship between the biophysical attributes of a region and the human dimensions of settlement and culture; build expertise in large-scale landscape level analysis and planning; and serve as leaders within a transdisciplinary environment to develop better alternatives for land-use decisions and policy.

As a department within a land-grant university, LAEP will accomplish this mission through community-engaged learning in core series of environmental planning, economic development, natural resources, and environmental policy coursework. The program will produce highly skilled environmental planners for multiple levels of professional practice while actively engaging and benefitting communities with landscape-scale planning projects. The undergraduate program will complement LAEP's existing Master of Science in Environmental Planning degree program.

Consistency with Institutional Mission

The proposed undergraduate program in Environmental Planning is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation's premier student-centered land-grant universities through a student-focused and community-engaged program developing future professionals to develop air, water, and land-use decisions and policies. The B.S. in Environmental Planning program will benefit USHE and the state by serving the public through learning and engagement. With a new cadre of professionals and leaders, environmental planning will be advanced as an important problem-solving mechanism in the planning and management of natural and built landscapes across the Intermountain West and around the world.

Section III: Needs Assessment

Program Rationale

The demand for environmental planning professionals is strong with projected growth of 11% between 2019 and 2029. The fields of landscape architecture and environmental planning are naturally complementary, and USU's Department of Landscape Architecture and Environmental Planning has a longstanding Master of Science in Environmental Planning degree program. With the majority of faculty and curriculum resources already in place to support the MSEP degree program, the complementary landscape architecture degree programs, as well as USU's economic development and environmental policy programs, it is reasonable to seek to prepare students to be future professionals through an undergraduate program. Doing so allows LAEP to increase recruitment of undergraduate students, raise the marketability of graduates to meet the growing demand, and increase interaction across graduate and undergraduate programs, thereby enhancing the quality of both. Similarly, the program allows LAEP to strengthen collaborations with allied programs across campus and institutions while delivering a transdisciplinary degree program.

In effect, LAEP is poised to serve increasing numbers of undergraduate students in environmental planning within the department's existing resources. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a meaningful degree with a clear path to a career.

Labor Market Demand

The Bureau of Labor Statistics projects a ten-year national job growth outlook to be 7% (as fast as average) for Urban and Regional Planners, where environmental planning is urban and regional planning with a specialized sub-focus on sustainability. Environmental planners need at least a B.S. or B.A. in environmental planning, environmental science, planning, regional planning, or a related field with many positions preferring a master's degree (where the connection to LAEP's MSEP degree program is complementary). The typical median salary of an Environmental Planner is \$75,950 annually as of 2020.

While the Utah DWS Occupation Information Data Viewer indicates that Utah's median salary for Environmental Planning was \$67,680 in 2020, with the job outlook projected to increase at 2.2% due to business expansion, the Bureau of Labor Statistics indicates that Utah's median salary for Environmental Planning was \$70,820 in 2020, with the job outlook projected to increase at 7%.

The proposed undergraduate environmental planning program in LAEP will respond to these market characteristics by training strong professionals and future leaders to be well-positioned to move into professional practice, and provide a ready transition to LAEP's master's degree programs.

Student Demand

As referred to in the previous section on labor market demand, there is strong demand for an environmental planning degree. LAEP's Master of Science in Environmental Planning graduate program is presently experiencing growing enrollment. The undergraduate program will complement the graduate program and provide a strong link to graduate study in LAEP and allied disciplines. Additionally, LAEP's undergraduate landscape architecture degree program is a matriculated program with an average of 5-10 students not accepted to continue their landscape architecture studies each year. The environmental planning degree program will provide an alternative, complementary degree program for these students.

Considering the attractiveness of a degree in environmental planning, there is strong expected initial demand among USU's undergraduate students, although a modest initial enrollment of 3-10 students is expected while the program builds awareness.

Similar Programs

The University of Utah's College of Architecture + Planning offers a bachelor of science/arts in Urban Ecology, which is an urban and community planning degree. The program is similar to LAEP's proposed B.S. in Environmental Planning, albeit without the specialized focus on landscape-level analysis, planning, and environmental policy. The similarity between the two undergraduate degree programs is akin to the similarity between the University of Utah's College of Architecture + Planning's master's degree in City & Metropolitan Planning and USU's existing Master of Science in Environmental Planning. The two programs focus on different aspects of planning, urban/metropolitan and environmental, and are not in direct competition with each other.

Outside of Utah there are several universities offering undergraduate and graduate degrees in urban and community planning, which again, while similar, differ in focus between urban/metropolitan and environmental.

The most similar program within Utah State University is the B.S. in Environmental Studies offered by the Quinney College of Natural Resources' Department of Environment and Society. There is considerable overlap with the natural resources and environmental policy core of LAEP's proposed program. However, the two programs differentiate with LAEP's proposed program's primary emphasis on spatial planning and policy.

Within the Intermountain region states, a few universities offer undergraduate degrees in environmental science, and a few programs offer undergraduate degrees in environmental design (University of Colorado Boulder). Regarding graduate degrees in environmental planning, Arizona State University offers a Master of Urban and Environmental Planning, and the University of Idaho offers a Master of Bioregional Planning.

With regard to all these programs, LAEP proposes to offer an undergraduate degree program akin to its current graduate degree program. The proposed environmental planning degree program will emphasize community-engaged learning in a core series of environmental planning, economic development, natural resources, and environmental policy coursework. This emphasis on environmental factors and planning is unique across USU, the USHE system, and the Intermountain region.

Collaboration with and Impact on Other USHE Institutions

Very little impact is expected on other USHE institutions. What impact may occur will be due to environmental studies students presently taking LAEP's environmental planning courses as electives seeking the proposed environmental planning degree as a more direct path to career preparation.

Little collaboration with other USHE institutions, other than what presently occurs, is expected given this is an internal expansion of an existing graduate program to an undergraduate program within USU.

External Review and Accreditation

The B.S. in Environmental Planning degree will be unaccredited, as is the current Master of Science in Environmental Planning graduate degree. At present there are no plans to seek accreditation through the Planning Accreditation Board for these degree programs, as such is not necessary for professional practice. A curriculum committee of LAEP faculty with input from LAEP Advancement Board members from professional practice in planning will oversee the Bachelor of Science in Environmental Planning program.

Section IV: Program Details

Graduation Standards and Number of Credits

In addition to the minimum grade point average (GPA) requirements described in the University Policies, the B.S. in Environmental Planning degree program will require all LAEP-prefix courses used to fulfill major requirements be completed with a grade of C- or better. A minimum overall GPA of 2.5 is required in LAEP-prefix courses. A minimum overall GPA of 2.0 is required for all courses used to fulfill major requirements. No pass/fail grades are accepted to fulfill major requirements. Admitted students must meet with an advisor.

Admission Requirements

Requirements for admission in the Bachelor of Science in Environmental Planning degree program are consistent with general University admission requirements. To enroll in the degree program after a student's freshman year, a 2.5 USU GPA is required.

Curriculum and Degree Map

Please refer to the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The Department of Landscape Architecture and Environmental Planning (LAEP) is well-positioned to offer the proposed degree program. LAEP faculty, many of whom hold degrees in planning, are already involved in environmental planning instruction. LAEP also possesses a successful Extension program poised to expand the community-engaged, service-learning efforts of its landscape architecture programs into environmental planning throughout Utah.

LAEP's close association with USU's Applied Economics and Environment and Society Departments supports the delivery of a broad curriculum across the critical scope of environmental planning. Two new courses, delivered by LAEP, are all that is required in addition to existing courses to deliver an exceptional undergraduate program in environmental planning.

The current administrative structure that supports the MSEP graduate program and LAEP's undergraduate program in landscape architecture, as well as college and departmental infrastructure that are already in place, will be used to support this degree program. No new support or organizational structure is needed. The B.S. in Environmental Planning degree program will be administratively housed in the Landscape Architecture and Environmental Planning Department. The staff resources (e.g., Curriculum committee, Administrative Assistant, etc.) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate or graduate courses, other than increased undergraduate student enrollment and increased interaction between the undergraduate and graduate programs.

Faculty

LAEP Department faculty will support the B.S. in Environmental Planning degree program. No new lines are required for this program as existing faculty and adjunct faculty can cover program needs in the short term. As the undergraduate program grows, additional faculty lines would strengthen the program in terms of diversity of course offerings and experiences. Opportunities for targeted hires will be explored over time as such become available.

Staff

Existing staff will be utilized to provide support for the B.S. in Environmental Planning degree program. Although interdisciplinary, the program will be housed in the LAEP Department where the current staff can provide support for admissions, student tracking, etc. As with all undergraduate-level program advising, advising duties will be carried by CAAS' advisor for LAEP's undergraduate programs.

Student Advisement

Each student in the B.S. in Environmental Planning program will be assigned an academic advisor by CAAS. The college academic advisor will engage with students in understanding their educational and academic goals, formulating class scheduled based on the recommended degree map, and following student program throughout their studies to facilitate on-time degree completion. At least initially, the CAAS advisor for LAEP's undergraduate landscape architecture program will provide advising for the environmental planning program.

Library and Information Resources

No additional library resources will be needed to support this program. Key journals and readings in environmental planning are already available through USU's library to support the Master of Science in Environmental Planning program.

Projected Enrollment and Finance

Please see Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

The overall goal of this program is to produce environmental planning graduates with expertise in landscape level analysis and planning who will serve as leaders within a transdisciplinary environment to develop better alternatives for land-use decisions and policy. Data on placement rates of students will be an important metric of success, as will time-to-completion. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

Student Standards of Performance

The B.S. in Environmental Planning will be thorough, intense, and rigorous. All students will complete a group of core environmental planning, economic development, natural resources, and environmental policy coursework, as specified below. In addition to coursework, students must also build writing, communication, and critical thinking skills.

Learning assessment will take place at two levels of performance. At the level of the individual course, student performance on exams, papers, and other demonstrations of adequate performance will be compared against students from other LAEP programs enrolled concurrently, as well as against pre-existing standards of academic performance. The B.S. in Environmental Planning students must also be able to apply their knowledge to solve meaningful and challenging problems facing communities. To evaluate their progress, faculty will use a rubric-based approach to assess performance in their summative environmental planning studio series during their senior year (LAEP 6200 and 6210). Thus, program faculty will identify and evaluate students' use of specific skills and concepts taught earlier in the program as part of a formative evaluation. During a yearly faculty meeting, the LAEP curriculum committee overseeing the B.S. in Environmental Planning program will identify those skills that students successfully and unsuccessfully applied in context, so that weaknesses in academic preparation can be remedied and successful practices leveraged more broadly throughout the program.

Similarly, the LAEP Advancement Board as alumni familiar with LAEP graduates' professional practice in environmental planning will assess and communicate those skills that students successfully and unsuccessfully apply in practice post-graduation.

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			33
Required Courses			
Environmental Planning Core – 35 credits			
LAEP 1040	Yes	Introduction to Environmental Planning	3
LAEP 1300		Digital Drafting, Illustration, and Modeling	3
LAEP 2700		Site Analysis: Social, Behavioral, and Biophysical Dimensions	4
LAEP 3300		GIS for Environmental Planning	4
LAEP 3400		Advanced Geospatial Analysis and Visualization for Environmental Planning	5
LAEP 3700		City and Regional Planning (CI)	3
LAEP 4700	Yes	Planning Methods	3
LAEP 6200		Bioregional Analysis and Planning	5
LAEP 6210		Bioregional Management and Policy	5
Economic Development Core – 15 credits			
APEC 2010		Introduction to Microeconomics (BSS)	3
APEC 4300		Agriculture Law	3
APEC 5560		Natural Resource and Environmental Economics	3
APEC 5700		Regional and Community Economic Development	3
APEC 5950		Applied Economics Policy Analysis	3
Natural Resources Core - 9 credits			
ENVS 3010		Fundamentals of Natural Resource and Environmental Policy	3
ENVS 4020 or PHIL 3530		Foundations of Environmental Studies (CI/DHA) OR Environmental Ethics (DHA)	3
PSC 4810		Climate and Climate Change (DSC/QI)	3
Other – 15-17 credits			
MATH 1100		Calculus Techniques (QL)	3
DATA 2100		Data and Information in Business	3
STAT 1040 or 1045 or 2000		Introduction to Statistics (QL) OR Introduction to Statistics with Elements of Algebra (QL) OR Statistical Methods (QI)	3-5
SOC 3610 or 4620 or 3600		Rural People and Places (DSS) OR Sociology of the Environment and Natural Resources (DSS) OR Finding Community in Postmodern Society (DSS)	3
ENGL 3080 or ASTE 3050		Introduction to Technical Communication (CI) OR Technical and Professional Communication Principles (CI)	3
Required Course Credit Hour Sub-Total			74-76
Elective Courses			
The following are suggested electives only.			
CMST 5250		Communication, Social Justice and the Environment	3
APEC 6710		Community Planning and Impact Analysis	3
LAEP 6100		Bioregional Planning and Design	5
LAEP 6750		Implementation and Regulatory Techniques in Planning	3
Elective Credit Hour Sub-Total			13
Core Curriculum Credit Hour Sub-Total			120

Add An Emphasis:

Can students complete this degree without emphases? ☒ Yes ☐ No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			
Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			

Program Curriculum Narrative

Not applicable.

Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
MATH 1050 – QL	4	ENGL 1010 – CL1	3
USU 1010	2	APEC 1600 – BAI	3
LAEP 1030 – BCA	3	PSC 2010 – BPS	3
LAEP 1040 – BCA	3	LAEP 1300	3
Elective	3	MATH 1100 - QL	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ENGL 2010 – CL2	3	CMST 1020 – BHU	3
WATS 1200 OR WILD 2200 – BLS	3	ENVS 2340 – BSS	3
LAEP 2700	4	STATS 1040 OR 1045 OR 2000	3-5
DATA 2100	3	ENVS 3010	3
APEC 2010	3	Elective	4
Total	16	Total	16-18
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
APEC 3012 – DSS	3	LAEP 3400	5
LAEP 3300	4	ENGL 3080 OR ASTE 3050	3
LAEP 3700 - CI	3	APEC 4300	3
PHIL 3530 OR ENVS 4020 – DHA	3	APEC 5560	3
Electives	3		
Total	16	Total	14
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
LAEP 6200	5	LAEP 6210	5
LAEP 4700	3	SOC 3610 OR 4620 OR 3600	3
PSC 4810 – DSC/QI	3	APEC 5700	3
APEC 5950	3	Elective	3
Total	14	Total	14

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	6	1		
Faculty: Part Time with Doctorate			1	
Faculty: Full Time with Masters	1	1	3	
Faculty: Part Time with Masters			1	
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time			2	
Staff: Part Time			2	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	David	Anderson	Other	MLA	Utah State University		Pro. Prac.
	Brent	Chamberlain	T	PhD	University of British Columbia		
	Keith	Christensen	T	PhD	Utah State University		
	David	Evans	Other	MUD	University of California Berkeley		Pro. Prac.
	Benjamin	George	T	PhD	Utah State University		
	Todd	Johnson	Other	MLA	Harvard		Pro. Prac.
	Caroline	Lavoie	T	MLA	University of Southern California		
	Daniella	Hirschfeld	TT	PhD	University of California Berkeley		
	Carlos	Licon	T	PhD	Arizona State University		
	Sean	Michael	T	PhD	Virginia Polytechnic University		
	Ole	Sleipness	T	PhD	Clemson University		
	Jake	Powell	TT	MLA	Pennsylvania State University		
							Add Another Full Time
Part Time Faculty							
	Keunhyun	Park	Other	PhD	University of Utah		Adjunct
	Josh	Runhaar	Other	MLA/MU D	University of Illinois at Urbana- Champaign		Adjunct
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1		Planning	

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	95	98	103	110	120	127
# of Majors in Proposed Program(s)		3	8	15	25	32
# of Graduates from Department	21	24	25	25	28	30
# Graduates in New Program(s)		0	0	0	3	5
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$7,300	\$7,300	\$7,300		
Operating Expenses (equipment, travel, resources)		\$3,000	\$3,000	\$3,000		
Other:						
TOTAL PROGRAM EXPENSES		\$10,300	\$10,300	\$10,300		
TOTAL EXPENSES	\$0	\$10,300	\$10,300	\$10,300		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$10,300	\$10,300	\$10,300		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$10,300	\$10,300	\$10,300		
TOTAL DEPARTMENT FUNDING	\$0	\$10,300	\$10,300	\$10,300		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

To make this B.S. in Environmental Planning degree program possible, additional faculty resources are needed to teach two courses not presently offered at USU. These two courses may be covered through allocation of existing faculty resources but doing so may lead to shifts in present course coverage. As a result, an internal reallocation of LAEP's operating budget will be made to provide for the instruction of six credits, which these two courses represent, by adjunct faculty. The table above reflects only the three credits representing the first of these two courses, as the second course will be taught later in the curriculum which is not reflected in the first three years found in the above table.

Long term, a new faculty position has been approved and will be recruited to start Fall 2022 semester with an emphasis in environmental planning. This new faculty position will support the B.S. in Environmental Planning degree program.

Part III: Describe funding sources

Revenue Narrative 1

An internal reallocation of LAEP's operating budget will be made to provide for the instruction of six credits, which these two courses represent, by adjunct faculty. The table above reflects only the three credits representing the first of these two courses, as the second course will be taught later in the curriculum, which is not reflected in the first three years found in the above table.

Long term, increased enrollment will supplement LAEP's operating budget to offset the cost of offering the program once established.

CAAS - Landscape Architecture and Environmental Planning - Minor in Environmental Planning

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Landscape Architecture and Environmental Planning

Current Title (if applicable)*

None

Proposed Title* Minor in Environmental Planning

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 03.0103

Minimum Number of Credits (if applicable) * 16

Maximum Number of Credits (if applicable) * 16

Type of Degree: (BA, BS, etc.) * Minor

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☒ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

The Department of Landscape Architecture and Environmental Planning (LAEP) proposes offering a minor in Environmental Planning, effective Fall 2022. All required coursework for this new minor is presently offered as part of LAEP's curriculum, or will be offered as part of LAEP's proposed Bachelor of Science in Environmental Planning degree program.

Section II: Program Proposal

Proposed Action & Rationale*

The primary goal of the proposed Minor in Environmental Planning at Utah State University (USU) is to provide students with a strong professional education in the core principles of environmental planning. The demand for environmental planning professional is strong. USU's LAEP department has a longstanding Master of Science in Environmental Planning and proposed Bachelor of Science in Environmental Planning, as well as complimentary curriculum in the allied discipline of landscape architecture. In effect, LAEP is poised to offer undergraduate students increased access to environmental planning within the department's existing resources. The Minor in Environmental Planning would complement multiple majors within USU, including Environmental Studies, Applied Economics, Conservation and Restoration Ecology, Geography, Integrated Studies, Recreation Resource Management, Sociology, Soils and Sustainable Land Systems, and others by offering a planning component through professional education in the core principles of environmental planning. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a directly applicable credential to be more competitive in the marketplace. The primary goal of the proposed Minor in Environmental Planning at Utah State University (USU) is to provide students with a strong professional education in the core principles of environmental planning. The demand for environmental planning professional is strong. USU's LAEP department has a longstanding Master of Science in Environmental Planning and proposed Bachelor of Science in Environmental Planning, as well as complimentary curriculum in the allied discipline of landscape architecture. In effect, LAEP is poised to offer undergraduate students increased access to environmental planning within the department's existing resources. The Minor in Environmental Planning would complement multiple majors within USU, including Environmental Studies, Applied Economics, Conservation and Restoration Ecology, Geography, Integrated Studies, Recreation Resource Management, Sociology, Soils and Sustainable Land Systems, and others by offering a planning component through professional education in the core principles of environmental planning. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a directly applicable credential to be more competitive in the marketplace.

Labor Market Demand (if applicable)

The Bureau of Labor Statistics projects a ten-year national job growth outlook to be 7% (as fast as average) for Urban and Regional Planners, where environmental planning is urban and regional planning with a specialized sub-focus on sustainability. Environmental planners need at least a B.S. or B.A. in the field. However, environmental planning is a broad field, bridging the disciplines of geology, soils, hydrology, plant and wildlife ecology, law, public policy, and others. With many environmental planners as specialists in these fields, what distinguishes them as planners is the ability to bring analytical, managerial, and policy-making skills to bear on decisions about the appropriate use of land and natural resources. Underlying this process is the philosophy that better land-use decisions will result if decision makers are better informed about the environmental effects of alternative actions. The proposed Minor in Environmental Planning will better prepare and position students in allied disciplines to understand the land and natural resource effects of alternative actions.

**Consistency with
Institutional Mission
& Institutional
Impact***

The proposed Minor in Environmental Planning is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation's premier student-centered land-grant universities through a student-focused and community-engaged program developing future professionals to develop air, water, and land-use decisions and policies. The Minor in Environmental Planning program will benefit USHE and the state by serving the public through learning and engagement. Future professionals and leaders exposed to the core principles of environmental planning will advance important problem-solving mechanisms in the planning and management of natural and built landscapes across the Intermountain West and around the world.

Finances*


The existing resources designated for LAEP degree programs are adequate to offer the Minor in Environmental Planning. It is anticipated that the addition of this minor will have a positive financial impact on LAEP through increased enrollment in LAEP courses.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

As indicated in the Program Curriculum attachment, the Minor in Environmental Planning will be composed of a required series of professional foundation courses in environmental planning (10 credits), and six elective credits in two additional environmental, planning, policy, or ethics courses.

These electives from various programs across USU will allow students from allied programs to efficiently complete the minor due to overlap in their major and minor requirements. The schedule for this minor is left open to when the students can best fit the courses in with their major requirements.

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch
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icon to launch your

CAAS - Plants, Soils and Climate - Ornamental Horticulture - Certificate of Completion

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Plants, Soils and Climate

Current Title (if applicable)*

Ornamental Horticulture - Certificate

Proposed Title*

Ornamental Horticulture - Certificate of Completion

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 010601

*

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

Type of Degree: (BA, BS, etc.)* Certificate of Completion (including CTE)

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☒ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

Ornamental horticulture is an important and growing industry throughout the nation and one in demand for a variety of reasons. Across the country, the population is becoming more and more urban, especially in Utah, and there continues to be demand and desire to produce, sell, and maintain plants related to urban landscapes as well as small-scale farming or food production. Methods to ensure the sustainability of plant production and maintenance is also much in demand. Interests in gardening and plants saw a spike during the pandemic and that interest is expected to continue. There are excellent opportunities for starting small businesses in urban and rural areas throughout the state. In addition to the new opportunities, there is large demand to fill workforce needs with many in agriculture aging and retiring.

This proposal is being submitted to restructure a current institutional certificate in Ornamental Horticulture. The current certificate is not eligible for financial aid, and changing it to a Certificate of Completion will correct that error and provide a useful stand-alone certificate suitable for students wishing to pursue a career in the ornamental landscape industry. It also is the beginning of clear path of stackable degrees, starting with this certificate, the AAS in Ornamental Horticulture, and the Bachelor of Science degrees in Plant Science, Soil & Sustainable Land Systems, Residential Landscape Design & Construction, and Horticulture.

Section II: Program Proposal

Proposed Action & Rationale*

Approval of this Ornamental Horticulture Certificate of Completion will allow students to start learning the principles and practices of growing and maintaining plants. Students in the certificate will be introduced to plant materials and introductory business practices and explore practices in greenhouse-nursery management, turfgrass production, and urban landscape management. Coursework includes essential skills in pest control, plant identification, construction of landscape features, small business management, and the operation and maintenance of equipment. This certificate has the general education core embedded within the required courses (see references in the class map section) and can be expanded in some of the elective courses.

Labor Market Demand (if applicable)

While there is always a need for agricultural, nursery, and landscape workers, the best opportunities exist as supervisors and small business owners focused on horticultural production or landscape management. While growth overall is modest, roughly 1.6% annually (Utah Department of Workforce Services website), these occupations are expected to have a high volume of annual job openings. The need for replacements, rather than business expansion, is projected to make up the majority of job openings in the coming decade. The agriculture sector continues to produce more with less labor, which means more technical and skilled expertise in the discipline will continue to be in demand. This includes small-scale farmers who have developed successful market niches that involve personalized, direct contact with their customers.

Consistency with Institutional Mission & Institutional Impact*

This certificate supports and strengthens the mission of USU as the land-grant institution in Utah. The instruction and practice of applying science-based information to practical skills of growing, maintaining, and selling plants is at the core of land-grant goals. This certificate is made available at the Logan campus and along the Wasatch Front. Students with this certificate will have a strong introduction to the ornamental horticulture careers and be prepared to use those skills directly. They will also be well suited to go deeper with the AAS and/or BS degrees offered at USU.

Finances*

This certificate is using the resources currently being put towards our existing institutional certificate. No additional resources are being requested in the department, college, or university.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

This program provides practical training in greenhouse and nursery management, turf production, and landscape management. Coursework encompasses pest control, plant identification, construction of landscapes, small business management, and the operation and maintenance of equipment, including small engines. As an integral part of their training, students are required to complete occupational experience or an internship in the industry. Students may build on this certificate towards an Associate of Applied Science degree and/or Bachelor of Science degree.

Course map*Required Courses (18 credits):*

- APEC 2120 Small Firm Accounting Basics (3)—Computation
- PSC 1800 Introduction to Horticulture (3)—Communication
- PSC 1050 Plants, Soils, and Climate Orientation (1)—Communication & Human relations
- PSC 2200 Pest Management Principles & Practices (3)—Computation
- PSC 2250 Occupational Experience in Agronomy & Horticulture (2)—Human relations
- PSC 2600 Herbaceous Plant Materials (3)—Communication
- PSC 2620 Woody Plant Materials (3)

Choose from the list below (12 credits)

- APEC 2310 Small Firm Management (3)—Communications
- BIOL 1610 Biology I (3)
- BIOL 1615 Biology I Laboratory (1)
- CHEM 1110 General Chemistry I (4)
- ENGL 1010 Introduction to Writing (3)—Communications
- LAEP 1200 Introduction to Graphics and Illustration (4)
- MATH 1050 College Algebra (4)—Computation
- PSC 2000 Atmosphere and Weather (3)—Computation
- PSC 2030 Basic Flower Arranging (2)—Human relations

Required core courses that address general education core topics and skills:*APEC 2120 Small Firm Accounting Basics: Computation*

Students will learn the “application of basic accounting principles to agriculture and small firms as used in the preparation and analysis of financial statements, in order to appropriately analyze the financial performance and position of the business.” (from the USU Catalog course description)

PSC 1800 Introduction to Horticulture: Communication

The course includes two communications related assignments. One where students read and review an Extension Fact sheet in writing or verbally (video). Another assignment is a four-page paper researching a career in horticulture they may pursue. The paper can include research career ladders, pay scales, required education/certification, how to get those degrees or certifications, daily working conditions or other aspects of the chosen career. (from an instructor)

PSC 1050 Plants, Soils, and Climate Orientation: Communication & Human relations

Communications: A 3-5 page essay on a topic related to PSC majors. Topics in the past have been the importance of vegetables and fruits in diets, the apparent benefits of CBD oil products and the problems with using soft science/anecdotal evidence in trials, vertical farming challenges, etc. In addition to addressing important communications skills topics often touch on human health, nutrition, life quality, etc. that have human relations tie ins. (from the instructor)

Human Relations: Out of class activity participation requirements. Many choose to join the Plant Science Club which is clearly a social connections experience. Many others prepare and share social media awareness posts on world hunger (around World Food Day), contribute volunteer efforts or donations to local food banks, serve on the USU Glean Team, or other efforts to bring hunger issues to focus. (from the instructor)

PSC 2200 Pest Management Principles & Practices: Computation


This course prepares students for the Utah Pesticide License examination with key parts being calculating the size of areas, amounts of pesticides needed, and calibration of application equipment.

PSC 2250 Occupational Experience in Agronomy & Horticulture: Human relations

This course is considered an internship or apprenticeship experience. Since most all these experiences involve employment or working with a business, customer service, teamwork, and leadership are skills that are developed.


PSC 2600 Herbaceous Plant Materials: Communication

Students work in pairs to find information about a genus of herbaceous plants. They work in teams to produce a 5-7 minute video presenting their findings. All other class members review the video and interact in a discussion board about the genus video. Students may research the native habitat of the genus, its history of domestication, important species or cultivars for landscapes, related native or culinary species, important breeding improvements, cultural requirements/preferences, fun facts, toxicity information, genetic improvements. etc. (from an instructor)

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS - Human Development and Family Studies - Family Life Studies - BS (program discontinuation)

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)* Family Life Studies - BS

Proposed Title* Family Life Studies - BS (program discontinuation)

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 190701

Minimum Number of Credits (if applicable) * 0

Maximum Number of Credits (if applicable) * 0

Type of Degree: (BA, BS, etc.) *

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☒ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request**R401 Purpose***

The department of Human Development and Family Studies (HDFS) would like to discontinue the Bachelor of Science in Family Life Studies degree. The HDFS department has assimilated all current Family Life Studies majors into the Human Development and Family Studies major. The Family Life Studies major was created to distinguish the online student from the statewide or in-person student. By eliminating this major/degree, it allows for the HDFS students, whether they are completing the major online or in-person, to be merged together to have the same major name of Human Development and Family Studies. This will also help with department marketing, reporting, and assessment to have all undergraduate students, regardless of how they take courses, be listed under one major. This also allows the online students the opportunity and option to earn a Bachelor of Arts degree.

Section II: Program Proposal

Proposed Action & Rationale*

The department of Human Development and Family Studies (HDFS) would like to discontinue the Bachelor of Science in Family Life Studies major and degree. The HDFS department has assimilated all current Family Life Studies majors into the Human Development and Family Studies major. The Family Life Studies major was created to distinguish the online student from the statewide or in-person student. By eliminating this major/degree, it allows for the HDFS students, whether they are completing the major online or in-person, to be merged to have the same major name of Human Development and Family Studies. This will also help with department marketing, reporting, and assessment to have all undergraduate students, regardless of how they take courses, be listed under one major. This also allows the online students the opportunity and option to earn a Bachelor of Arts degree.

As the courses are the same for both online and in-person student, only the major name is different, and there is no need to create a plan of action for the students in the Family Life Studies major/degree to be able to finish the degree requirements. The students will be allowed to finish the degree requirements under either major name without any changes to the student's required curriculum. There will be no disruption to the student's current curriculum requirements with the discontinuation of the Family Life Studies major.

Labor Market Demand (if applicable)

N/A

Consistency with Institutional Mission & Institutional Impact*

N/A


Finances*

There is no change with costs or savings to the department, college, or university. The only savings may come from any printed material, as we will now only be needing printed material items under one major name instead of two.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

N/A

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS USUE - *CEHS Courses - Aggies Elevated - Integrated College and Community Studies Certificate

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

USUE

DEPARTMENT (include all cross listed departments)*

*CEHS Courses

Current Title (if applicable)*

Aggies Elevated - Integrated College and Community Studies Certificate

Proposed Title*

Aggies Elevated - Integrated College and Community Studies Certificate

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 32.0101

Minimum Number of Credits (if applicable)* 41

Maximum Number of Credits (if applicable)* 60

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

Existing Academic Program Changes:

- ☐ Name Change of Existing Program
- ☒ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

The changes being requested are to make the current Aggies Elevated Integrated College and Community Studies Certificate available to USU Eastern students in the new program called Aggies Elevated Eastern

Additional Approvals (if applicable)

Graduate Council*

- ☐ Yes
- ☒ No

Council on Teacher Education*

- ☐ Yes
- ☒ No

Section I: The Request

R401 Purpose*

The Department of Special Education and Rehabilitation Counseling (DSERC) at USU is requesting approval of an update (**no courses will be added or changed**) to the certificate of proficiency for the Aggies Elevated program, entitled Aggies Elevated - Integrated College and Community Studies that will allow students enrolled in a new program called Aggies Elevated Eastern at the USU Eastern campus to receive the certificate.

Aggies Elevated is a two- to three-year inclusive college experience and residential program for students with Intellectual and Developmental Disabilities (I/DD) located at the Utah State University Logan campus and beginning Summer 2022 at the USU Eastern campus in Price, UT. Students take credit-bearing courses with USU students who do not have disabilities and with their program peers. All courses will originate in Logan and be made available to Eastern students via broadcast courses. All students are enrolled in courses full time.

This project will produce (a) students with I/DD who earn the Aggies Elevated Integrated College and Community Studies Certificate which prepares them to continue on in educational or career pursuits; (b) parents and families who are supported and informed by project staff; (c) school district administrators, teachers, vocational rehabilitation counselors, and IHE disability service counselors with increased awareness of post-secondary education (PSE) programs; (d) active engagement by the Logan, Cache, Carbon, and Emery School Districts making efforts to better prepare students with I/DD and their parents; and (e) a network of professionals informed about PSE programs in Utah and the Intermountain West.

To really understand the impact of the Aggies Elevated program, you can read the Aggies Elevated “origin story” at https://cpdusu.org/blog/articles/featured-stories/dreams_do_come_true and view this video: <https://www.youtube.com/watch?v=UOTedkOix6s>.

Section II: Program Proposal

Proposed Action & Rationale*

The Department of Special Education and Rehabilitation Counseling (DSERC) at USU is requesting this action in order to provide the existing Aggies Elevated - Integrated College and Community Studies Certificate to students who will participate in a new federally funded program at USU Eastern called Aggies Elevated Eastern. This new program has been funded by a federal grant and will begin supporting students in Summer 2022.

Institutional Procedures. In 2020, DSERC applied for and received an Office of Postsecondary Education grant to create a Transition and Postsecondary Education Program (TPSID) at USU Eastern. Dr. Robert Morgan (Co-Principal Investigator), Greg Dart (Associate Vice President of USU Eastern), and Dr. Gary Straqudine (Director of Technical Education at USU Eastern) assisted in the development of the TPSID grant. The new program necessitates the proposed action.

Benefits. USU and USHE will benefit from the proposed action by enrolling additional students, generating additional tuition, and creating new opportunities for students with intellectual disabilities.

Post-school outcomes for individuals with ID. Young adults with I/DD who exit high school are often faced with high rates of unemployment and inactivity. National survey data have shown that only 20% to 40% of young adults with I/DD were employed after leaving high school (Hiersteiner et al., 2016; Newman et al., 2011). Less than 20% of young adults with I/DD are involved in PSE (Newman et al., 2011), defined as participation in coursework at two- or four-year colleges, or at vocational, technical, or business schools. Clearly, efforts are needed to involve young adults with I/DD in employment and postsecondary education activities so that they may become wage earners and establish themselves as lifelong learners.

In 2015, the Office of Postsecondary Education awarded grants to 24 institutions of higher education (IHEs) to fund PSE model transition projects for young adults with I/DD (TPSID). One of the model PSE programs was Aggies Elevated at USU. The two-year program is now in its seventh year and has produced 29 graduates. One year following graduation, individual graduates are contacted to determine if they are employed, are involved in ongoing PSE, and/or are living independently. According to most recent survey data, about 85% of graduates are employed in community jobs, 40% are involved in ongoing PSE, and 70% live independently. These data compare favorably to young adults in Utah with ID one year out of high school (48% employed, 8% involved in ongoing PSE, 36% living independently). Clearly, students with I/DD who participate in TPSID programs for career development are outperforming those who do not participate. Individuals holding the Aggies Elevated Integrated College and Community Studies Certificate have established themselves as contributing community members.

Need for Comprehensive Transition Programs (CTP). CTPs were defined by the [Higher Education Opportunity Act](#) of 2008 as degree, certificate, or non-degree programs allowing students with I/DD to participate, for at least half of the program, in (a) regular enrollment in credit-bearing courses with nondisabled students, (b) auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit, (c) enrollment in noncredit-bearing, non-degree courses with nondisabled students, or (d) internships or work-based training with nondisabled individuals (<http://www.thinkcollege.net>). Aggies Elevated at USU is a CTP. Students with I/DD in CTPs are eligible for some forms of financial aid. The Aggies Elevated program at USU Eastern will

apply to become a CTP (if needed) to ensure students are eligible for financial aid, and the

Aggies Elevated programs remain affordable and accessible to Utah young adults with I/DD.

Need for TPSID in Rural Areas. Most TPSIDs are located at colleges and universities in urban areas (see ThinkCollege.net for more information). Students with I/DD who attend high schools along the Wasatch Front often apply to the Aggies Elevated program at USU or attend open-enrollment IHEs such as Weber State University (Ogden, UT) or Utah Valley University (Orem, UT). Far fewer opportunities are available to students with I/DD who attend high schools in rural areas of Utah. The Aggies Elevated Eastern program will expand opportunities to USU Eastern and reach out to students with I/DD attending schools in Carbon, Emery, and other counties in Eastern Utah to encourage application. Additionally, the Aggies Elevated program at USU Eastern will provide residential living opportunities on the Price, UT campus for rural students who cannot commute to school.

**Labor Market
Demand (if
applicable)**

N/A

**Consistency with
Institutional Mission
& Institutional
Impact***

The proposed action embodies the philosophy and processes of our land-grant institution in three ways. First, the Aggies Elevated programs are student-centered by developing a program of study focusing on student interests, learning style, and academic needs. Second, the programs provide educational and career opportunities for students with I/DD, with Aggies Elevated Eastern targeting rural areas of Eastern Utah who, until this time, have been underserved. Third, the programs will be expanded to include a third year dedicated to technical education so that students can learn, discover, and engage in a preferred occupation. As such, the proposed action is commensurate with the USU mission.

The proposed program will increase enrollments in existing CTE programs at USU Eastern. The students who are part of Aggies Elevated are students that otherwise would not have access to USU Eastern without this program. The USU Elevated Integrated College and Community Studies Certificate will prepare students to successfully participate in CTE programs. They will participate in targeted elective courses which they will select as part of their person-centered planning process which may serve as career awareness prerequisites to specific CTE programs. Likewise, required Aggies Elevated courses are currently taught through the Emma Eccles Jones College of Education.

The proposed action will result in the expansion of Aggies Elevated (which has brought eight cohorts of students to the USU campus in Logan and graduated them with high employment, ongoing postsecondary education, and independent living outcomes) to the USU Eastern campus. Additionally, the proposed program will impact DSERC, the Emma Eccles Jones College of Education and Human Services, and the Utah State Board of Education.

Finances*

The development and evaluation of the USU Eastern expansion has been funded through a U.S. Department of Education Office of Postsecondary Education TPSID grant (10/1/2020-9/30/2024). The TPSID grant does not include funds to support students. Currently, student support is provided through scholarships. A USU Development Officer (USU Logan campus) continues to seek private support and has secured two sources of scholarship funding for students in the program, assuring the participation of lower SES students. These scholarships can be extended as appropriate to Aggies Elevated students. The Administration of both Utah State University and Utah State University-Eastern are committed to sustaining the program. Costs of the program are based on current tuition/fee rates per year for Utah residents at either the Logan or Price campuses and include full-time tuition (\$4,027.49 - Logan and \$3,826.79 - Price), residential living (\$2,500 double occupancy), and peer mentoring (\$5,000), or approximately \$11,868 per student. Tuition rates are available at <https://www.usu.edu/registrar/registration/payment/> and <https://eastern.usu.edu/admissions/cost>. Housing costs are available at <https://www.usu.edu/housing/> and <https://eastern.usu.edu/housing/>. Once the program is approved as a CTP, financial aid will be available to students and families who meet federal eligibility requirements. Approval as a CTP is expected in late 2021/early 2022. No new facilities or modifications are anticipated. TPSID funding provides for a program director and peer mentors to support students in the program. No other new positions are currently anticipated and no faculty or staff changes are expected during the grant period.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Below is a table listing all of the courses currently in the Aggies Elevated Integrated College and Community Studies Certificate. **No changes are being made to the courses in the already approved certificate.** The request is only to make the certificate available at the USU Eastern campus for students in the Aggies Elevated Eastern program.

The reasoning behind the Certificate of Proficiency in 2014 was this: if our students audited all their electives and only took the Aggies Elevated core courses for credit, they could receive the Certificate of Proficiency with 23 credits and if they choose to take their electives for credit they could do so and would have more credits that could be applied to further education at the time of completion. Here is a breakdown of the required courses:

- “Core” courses taught by Aggies Elevated (EDUC prefixes): 23 credits
- Four other required courses (USU 1010, USU 1730, HEP 2500, BUSN 1021): (up to 10 credits if they choose not to audit them but the credits are NOT required for the certificate).
- Around 15 credits worth of electives designed to prepare the students for further education or employment. These also can be audited because the credits are NOT required for the certificate, only participation in the courses is required.

Aggies Elevated Audit: When Aggies Elevated students audit a course, they meet with the instructor and the Aggies Elevated academic coordinator to determine which parts of the course the student will complete. The expectation is that even with a non-credit, audited course, learning will still take place.

Aggies Elevated students have exceeded all expectations since 2014. Not only do most of them take their elective courses for credit, but 34% of our graduates build on those credits to pursue or achieve associate’s and bachelor’s degrees, at USU and elsewhere.

With that being said, however, some Aggies Elevated students audit most or all of their non-EDUC classes. Increasing the certificate credit requirements would exclude those students who are unable to complete all of the coursework to university standard for credit, but who can still achieve learning outcomes through our audit process.

Course Prefix and Number	Title	Credit Hours		
Required Courses				
Independent Living Requirements				
EDUC 1030	Orientation to Adult Learning & Independent Living	3		
EDUC 1050	Self-Determination and Self-Management Skills	2		
HEP 2500	Health and Wellness	Choose: 2 credits or audit		
BUSN 1021	Personal Finance	Choose: 3 credits or audit		

Course Prefix and Number		Title	Credit Hours		
EDUC 2120		Navigating Adulthood	2		
Career Exploration Requirements					
EDUC 1020	Career Exploration I	2			
EDUC 1040	Career Exploration II	3			
EDUC 2100	Career Related Social Skills	2			
EDUC 2110	Work Internship I	3			
EDUC 2110	Work Internship II	3			
General Education Requirements					
USU 1010	University Connections	Choose: 2 credits or audit			
USU 1730	Strategies for Academic Success	Choose: 3 credits or audit			
EDUC 0100	Strategies for Reading	3			
Total required credits					
			23		
Elective Courses					
Varies by Student Interest	Personal Growth Elective I	Choose: 1-3 credits or audit			
Varies by Student Interest	Personal Growth Elective II	Choose: 1-3 credits or audit			
Varies by Student Interest	Personal Growth Elective III	Choose: 1-3 credits or audit			
Varies by Student Interest	Vocational Elective I	Choose: 1-3 credits or audit			
Varies by Student Interest	Vocational Elective II	Choose: 1-3 credits or audit			

Course Prefix and Number	Title	Credit Hours		
Varies by Student Interest	Vocational Elective III	Choose: 1-3 credits or audit		
Minimum Number of Required Credits		23		
Total with OPTIONAL credits		38-50		
<i>Internship is a minimum of 50 hours repeatable for credit</i>				
<i>Personal growth electives may be substituted for vocational electives</i>				

Fall Semester Year 1 (12 credits)

EDUC 1020: Career Exploration I (2 credits); USU 1730: Strategies for Academic Success (3 credits); USU 1010: University Connections (2 credits); EDUC 1030: Orientation to Adult Learning & Independent Living (3 credits); EDUC 0100: Strategies for Reading (3 credits)

Spring Semester Year 1 (9-13 credits)

EDUC 1040: Career Exploration II (3 credits); EDUC 1050: Self-Determination and Self-Management Skills (2 credits); HEP 2500: Health and Wellness (2 credits); Vocational/CTE Elective (1-3 credits); Personal Growth Elective (1-3 credits)

Summer Year 1: Student returns home. Staff assists with locating summer employment.

Fall Semester Year 2 (10-12 credits)

BUSN 1021 Personal Finance (3 credits); EDUC 2100: Career Related Social Skills (2 credits); EDUC 2110: Work Internship I (3 credits); Vocational/CTE Elective (1-3 credits); Healthy Lifestyle Elective (1 credit)

Spring Semester Year 2 (7-11 credits)

EDUC 2120: Navigating Adulthood (2 credits); EDUC 2110: Work Internship II (3 credits); Personal Growth Elective (1-3 credits); Vocational/CTE Elective (1-3 credits)

Summer Semester Year 2 (5-9 credits)

EDUC 2110: Work Internship III (3 credits) Personal Growth elective (1-3 credits); Vocational/CTE elective (1-3 credits)

~~~~~STUDENTS RECEIVE CERTIFICATE OF INTEGRATED COLLEGE AND COMMUNITY STUDIES~~~~~


### Fall Semester Year 3 (10-12 credits)

Vocational/CTE credits

### Spring Semester Year 3 (10-12 credits)


Vocational/CTE credits



**Step 4: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

**Step 5: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

# HSB - Data Analytics and Information Systems - New Center

## 4.1.c R401 New Administrative Unit

### Proposal Information

#### Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

#### Contact Information

Paul Barr: Vice Provost (797-0718)

**Step 1: Turn** on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

**Step 2: Select** the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

COLLEGE or  
UNIVERSITY  
DIVISION: \*

HSB

DEPARTMENT or  
UNIT: \*

Data Analytics and Information Systems

PROPOSED UNIT  
TITLE:

Analytics Solutions Center

### Request

**Step 3: Select** the Proposed Type of Unit Being Requested.

**Proposed Unit Type\***

New Center

**Description/Narrative**

**Administrative Unit  
Description and  
Narrative\***

**Mission and Rationale**

The objective of the planned Analytics Solutions Center (ASC) within the Jon M. Huntsman School of Business is to provide significant experiential learning opportunities for students from across USU's Logan and Statewide campuses by working with corporate partners on large analytics projects. The need is great: companies increasingly have more data than they have data analytics or data science bandwidth, and are often willing to hire trusted outside expertise to carve off projects in the queue. The opportunity for students to get hands-on experience is an enormous need and advantage. As students successfully complete these projects under the supervision of faculty, the advantages for corporate partners are considerable. Most importantly, the ASC will provide efficient and flexible opportunities for companies to identify and recruit talented USU graduates.

**Student Impact**

To explore the viability and potential impact of the proposed center, the Department of Data Analytics and Information Systems (DAIS) has been piloting projects over the past two years with several external partners, including IHC, BioFire, Invista, Grandeur Peak, Monumetric, the Jain Family Institute, and the Utah State Auditor's Office. Individual projects are completed by student teams, mentored by DAIS faculty and by colleagues employed by the project partner. Project timelines, deliverables, and follow-up schedules are determined in advance to ensure an experience that prepares students for working in a professional environment. Results thus far have yielded very positive outcomes for both students and for project partners:

- Of the 42 students who participated in these projects through August 2021, 26 graduated and 100% of those graduates found highly competitive full-time jobs in data science, analytics, or engineering at companies that include Wells Fargo, Koch, Tecuity, Walker Edison, and USU.
- Of the 16 who had not yet graduated through August 2021, 100% of those seeking additional internships found opportunities related to data analytics or data management.
- These projects are providing corporate partners both with valuable data insights and with access to USU's best prepared students. For example, Invista recruited all four students who worked on the first project with them in 2020, and subsequently hired three of them. The Analytics Center model will create direct pathways to employers who need Aggie graduates.
- The students who have worked on these pilot projects represent seven departments across campus from across four different colleges. The goal is to create a conduit through the Analytics Solutions Center that identifies well-qualified students from across any background related to data analytics or data science and provides them with an opportunity to work on a project that will accelerate their professional opportunities.

**Administration and Financial Support**


No new resources are currently needed to support the launch of the proposed Analytics Solutions Center. Over the course of the last three years the Huntsman School, the DAIS Department, and the university have redeployed and invested considerable resources to

bring focus to this emerging and fast-growing opportunity. A new department head, Dr. Chris Corcoran, was recruited from the Department of Mathematics and Statistics in the College of Science to envision and lead a comprehensive reorientation of the academic program of the Department of Management and Information Systems. The department was renamed Data Analytics and Information Systems to reflect this change. Steve Fletcher, former CIO for the state of Utah, was recruited to serve as an Executive in Residence to foster ties with the state's burgeoning information technology community. Professor Tyler Brough, whose tenure had resided in the Huntsman School's Economics and Finance Department, is now tenured in DAIS, providing exceptional data analytics and machine learning capability. Two new assistant professors of practice, Andy Brim and Sharad Jones, have been recruited to lead the hands-on learning of our student cohorts. (Dr. Jones' position is made possible by an investment from Central Administration.) Professor Kelly Fadel and Senior Lecturer Polly Conrad, two incumbent members of the DAIS Department, are part of the ASC Working Group within DAIS, along with a new lecturer, Dr. Carly Fox, who will join the department December 1. In addition, the department is currently funded for and actively recruiting one new tenure track faculty member and two new non-tenure track faculty members to support the work of department's anticipated growth and the Analytic Solutions Center.

Significant enrollment growth is expected across DAIS undergraduate and graduate programs in the wake of this investment and in response to market demand. Data Analytics and Information Systems majors are forecasted to double by 2024. As this growth materializes, there will be a need for additional resources, which will be made possible through a combination of differential tuition, corporate sponsorship, and philanthropic assistance.

#### **Step 4: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

# HSB - Management - Emphasis in Operations and Supply Chain Management

## 4.1.a R401 Abbreviated Program Proposal

### Proposal and Contact Information

#### Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

#### Contact Information:

Paul Barr, Vice-Provost (797-0718) [paul.barr@usu.edu](mailto:paul.barr@usu.edu)

**Step 1: Select** the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

**COLLEGE (include all cross listed colleges)\***

HSB

**DEPARTMENT (include all cross listed departments)\***

Management

**Current Title (if applicable)\*** Emphasis in Operations Management

**Proposed Title\*** Emphasis in Operations and Supply Chain Management

**Step 2: Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

**CIP Code (6-digits)** 520201

\*

**Minimum Number of Credits (if applicable)\*** 9

**Maximum Number of Credits (if applicable)\*** 9

**Type of Degree: (BA, BS, etc.)\*** BA/BS Management

## Request

**Step 3: Select** the Type of Change Being Requested.

### New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

### Existing Academic Program Changes:

- ☒ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

**Administrative Unit Changes:**

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

**Other: (explain change)**

**Additional Approvals (if applicable)**

**Graduate Council\***

- ☐ Yes  
☒ No

**Council on Teacher Education\***

- ☐ Yes  
☒ No

**Section I: The Request**

**R401 Purpose\***

Rename the emphasis in Operations Management to Operations and Supply Chain Management.

**Section II: Program Proposal**

**Proposed Action & Rationale\***

Operations management, along with purchasing/sourcing and logistics/transportation, is an element of supply chain management, the management of activity across the breadth of the supply chain. This includes the internal operations of an organization and those of its supply chain partners to create and deliver products and services to the end customer. As a result of the COVID pandemic, the terms supply chain and supply chain management are now well recognized even outside of business circles.

The name Operations and Supply Chain Management better reflects the current curriculum and anticipated curricular changes, and will be more recognizable to students exploring career and academic opportunities.

**Labor Market Demand (if applicable)**



**Consistency with  
Institutional Mission  
& Institutional  
Impact\***


The change will serve students by better communicating what the program offers and how it aligns with professional opportunities.

**Finances\***

No changes are anticipated. Any potential enrolment growth can be accommodated through existing course offerings/faculty resources.


### Section III: Curriculum (if applicable)

**Program Curriculum  
Narrative**

**Step 4: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

**Step 5: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

# HSB - Management - Minor in Operations and Supply Chain Management

## 4.1.a R401 Abbreviated Program Proposal

### Proposal and Contact Information

#### Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

#### Contact Information:

Paul Barr, Vice-Provost (797-0718) [paul.barr@usu.edu](mailto:paul.barr@usu.edu)

**Step 1: Select** the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

**COLLEGE (include all cross listed colleges)\***

HSB

**DEPARTMENT (include all cross listed departments)\***

Management

**Current Title (if applicable)\*** Minor in Operations Management

**Proposed Title\*** Minor in Operations and Supply Chain Management

**Step 2: Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

**CIP Code (6-digits)** 520201

\*

**Minimum Number of Credits (if applicable)\*** 15

**Maximum Number of Credits (if applicable)\*** 17

**Type of Degree: (BA, BS, etc.)\*** BA/BS

## Request

**Step 3: Select** the Type of Change Being Requested.

### New Academic Program:

- ☐ Certificates of Completion (including CTE)
- ☐ Certificates of Proficiency (including CTE)
- ☐ Institutional Certificate of Proficiency
- ☐ K-12 Endorsement Program
- ☐ Minor
- ☐ New Emphasis for Existing Program
- ☐ Out of Service Area Delivery Program (attach signed MOU)
- ☐ Post-Baccalaureate
- ☐ Post-Masters Certificate

### Existing Academic Program Changes:

- ☒ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

**Administrative Unit Changes:**

- ☐ Name Change of Existing Unit
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure (with or without Consolidation)
- ☐ Administrative Unit Suspension
- ☐ Administrative Unit Discontinuation
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

**Other: (explain change)**

**Additional Approvals (if applicable)**

**Graduate Council\***

- ☐ Yes
- ☒ No

**Council on Teacher Education\***

- ☐ Yes
- ☒ No

**Section I: The Request**

**R401 Purpose\***

Rename the Minor in Operations Management to Operations and Supply Chain Management.

**Section II: Program Proposal**

**Proposed Action & Rationale\***

Operations management, along with purchasing/sourcing and logistics/transportation, is an element of supply chain management, the management of activity across the breadth of the supply chain. This includes the internal operations of an organization and those of its supply chain partners to create and deliver products and services to the end customer. As a result of the COVID pandemic, the terms supply chain and supply chain management are now well recognized even outside of business circles.

The name Operations and Supply Chain Management better reflects the current curriculum and anticipated curricular changes, and will be more recognizable to students exploring career and academic opportunities.

**Labor Market Demand (if applicable)**

**Consistency with  
Institutional Mission  
& Institutional  
Impact\***


The change will serve students by better communicating what the program offers and how it aligns with professional opportunities.

**Finances\***

No changes are anticipated. Any potential enrolment growth can be accommodated through existing course offerings/faculty resources.


### Section III: Curriculum (if applicable)

**Program Curriculum  
Narrative**

**Step 4: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

**Step 5: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.



DATE  
8:30 – 9:30 a.m.  
Champ Hall Conference Room and Zoom

**Present:** Lee Rickords, College of Agriculture and Applied Sciences (Chair)  
Christopher Scheer, Caine College of the Arts  
Greg Podgorski, College of Science  
Matt Sanders, Connections  
Dory Rosenberg, University Libraries  
Robert Mueller, Statewide Campuses  
Beth Buyserie, Communications Literacy/Intensive  
Charlie Huenemann, Humanities  
Ryan Bosworth, Social Sciences  
Toni Gibbons, Registrar's Office  
Mykel Beorchia, University Advising  
Kristine Miller, University Honors Program  
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services  
John Mortensen, Academic and Instructional Services  
Thom Fronk, College of Engineering  
Scott Findley, Jon M. Huntsman School of Business  
David Wall, Creative Arts  
David Brown, Quantitative Literacy/Intensive  
Harrison Kleiner, College of Humanities and Social Science  
TBD, American Institutions  
Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources  
Michelle Smith, Secretary

**Excused:** Steve Nelson, USU Eastern  
Paul Barr, Office of the Executive Vice President and Provost  
Lucas Stevens, USUSA President  
Ryan Dupont, Life and Physical Sciences

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**Call to Order** – Lee Rickords

**Approval of Minutes** – [September 21, 2021](#)

*Motion to approve: Shelley Lindauer  
Seconded by Greg Podgorski  
Approved by voting members*

**Course Approvals/Removals/Syllabi Approvals** <https://usu.curriculog.com/>

**HIST 4260 (DHA) APPROVED.....** *Charlie Huenemann*  
*Recomended by Charlie Huenemann*  
*Seconded by Harrison Kleiner*  
*Approved by voting members*



MUSC 3040 (DHA) .....Charlie Huenemann/David Wall

*This proposal was moved to the December agenda. The November agenda had listed Charlie as the one who would present the proposal but David was the person who actually needed to present it as the DHA – Creative Arts chair. David will be prepared to present this to the committee in December. Lee approved moving this proposal to the December meeting.*

### **Business**

1. Courses with multiple Gen Ed attributes .....Lee Rickords

Toni Gibbons explained she was contacted by an advisor in Engineering who had students registered for MUSC 3030 which has a DHA and DSS attribute. DegreeWorks allows for a course with a CI and depth attribute or QI and depth attribute to fulfill both designations. Engineering was questioning why a course is allowed to fulfill both depth requirements. Toni discussed with Harrison, However, for a double depth designation course, DegreeWorks doesn't distinguish between both depth courses because it is looking for credits, not the course and designations. DegreeWorks will show both are fulfilled after taking that course. Do we need to revise the language in the catalog? Do we need to review DegreeWorks? Do we need to review those courses with multiple depth attributes? It doesn't happen often but it happened twice last week, once with MUSC 3030 and one with the CS 3010 that has a CI, DSC, and QI attribute.

Harrison explained USU has allowed CI and depth designations on one course for a while. The catalog does say that a student must take two or more depth courses and take at least four credits in depth courses. Having a course with two designations doesn't help them because they have to take two courses in depth. We can change the catalog to say it doesn't have to be two or more courses but some of the double depth courses, not the CI or QI and depth, are causing a problem.

John said the only classes that have double depth are the MUSC 3030 course and some courses created but not taken. They are HONR 3070, 3071, and 3072 and USU 3070, 3071, and 3072 with double depth that haven't been taught.

Christopher Scheer said the course was created not to fulfill both but to give the option to two audiences needing a depth designation access to the course. Some students take it for the DSS and some for the DHA. It has to go to one or the other but it meets the requirements of both designations.

Kris Miller said when she began with Honors, they wanted to create courses that could fulfill both depth designations so they created courses that are cross-listed and team-taught by faculty from both areas of specialty who teach the courses together. Students register for whichever depth designation they need. They only get credit for one. The committee did approve this approach.

John said this semester it is HONR 2020 and 2030.

The students are in the course together but they only get one depth.



Harrison asked if students could take the course once and sign up again to get the other designation.

Kris said that had never happened. The Honors students would find it boring and they don't like to be bored. Additionally, Honors offers enough of those classes they can just do a different one.

Toni said she needs to make sure the course is listed correctly in the catalog and program DegreeWorks to fulfill one but not both depths while allowing intensive and depth to be satisfied together.

Harrison said Honors shows how to make this work. Music could do one designation on 3030 and one on 3031, make sure they are cross-listed, and tell students to sign up for the designation they need.

Chris said the committee accepted that the MUSC 3030 course meets both outcomes for the two depth designations.

Thom said that solution proposed by Harrison would help with Engineering's bookkeeping (on student DegreeWorks.)

Chris said he'd be willing to do that as long as it is a fix to what already exists. He expressed concern with having to submit a proposal that would need to go through all the approvals. The committee explained that a new course would need to go through the Curriculum Committee approvals for a new course in Curriculum per policy but that it isn't the responsibility of the instructor to submit that proposal, the department could do it. And the information on the original proposal for MUSC 3030 could just be copied and pasted onto the new Curriculum course proposal. The committee felt it could sail through Gen Ed approval without issue since it already has the designations.

Mykel pointed out that this situation creates a nightmare for advising and students. She explained that any time they have to do training to explain the "hidden" curriculum within the curriculum is a problem. If advisors have to explain to students that they cannot have both designations on a course when it is listed that way in the catalog, it is confusing for students and for advisors. This will have to be addressed in the future as well.

Harrison says the solution proposed remedies that problem. If there are two different courses listed, they will see that they have only one designation. Mykel agreed that with two courses this would help students see exactly what they are getting by registering for a specific course. Thom also agreed. Trying to explain to a student they can't get both creates problems and attorneys agree with the students to give them both designations. Splitting the course into two separate courses would really clear up the problem.

Karen asked why not explain in the catalog that you can't double dip on depth requirements.





Toni said that DegreeWorks is programmed to allow for double dipping intensive and depth, but it may not be able to make it choose one depth or another. She said that she will try to work it out with DegreeWorks if they cannot create two courses out of the one.

Chris said that this solution may also help with faculty in his department who want to create courses that fulfill multiple designations. This could help more students take these classes. But it may be opening a pandora's box.

It seems that from the students' perspective they should be able to choose which designation they want the course to fulfil when they talk to their advisor.

Toni explained her solution for Engineering was to use an exception and pull one depth designation off DegreeWorks for that course. Advisors would have to be trained to review courses with double depth on how to make those exceptions in DegreeWorks. If students have already taken a depth course, this is not an issue. It is a problem for students who have not yet taken a depth course. She can find a way to reprogram it but the solution may not be very simple.

John said that for the student perspective, it ought to be what you see is what you get. They don't look at a catalog description. They look for a course and designations it fulfills; they don't read the catalog. Creating a second cross-listed course is a good solution for students.

Harrison said for Honors courses, they are team taught. A lot of Gen Ed is having trouble meeting standards for one designation. It is ambitious to think that a course satisfies both designations with one instructor. If there are courses that are multiple designations and not team taught, can they really fulfill both? It seems that it should fulfill one designation.

Kris said this is a gate-keeping issue. It has to be monitored by the committee to decide how to grant and structure these courses. For Honors it is working because the courses have a max cap at 25 but for a big class, the chances of meeting both designations is difficult.

John said the MUSC 3030 class is the most popular depth course, probably because it has both designations. Students think they are going to receive both.

Matt pointed out that the rewrite of R470 is coming so maybe a temporary fix is good for now until we get more information from R470's impact on Gen Ed at USU.

Lee agreed that we should continue to look into this issue and see how big it is, keeping in mind the factor of how Gen Ed and R470 will impact each other. We don't have a timeline on when the R470 rewrite will be completed. Harrison said he thinks it will be done by the end of the year.

2. Gen Ed proposal process improvements .....Michelle Smith



Lee said that we want to make the process for reviewing proposals easier for committee members. One way of doing that is to streamline the process up front. Those working on submitting proposals have a need for clarity on utilizing the rubrics. They need some instructions to help simplify the process.

Michelle explained that many proposals are not passing this year. Originators submit a Curriculum proposal and then she looks at the proposal to check the form and attached documents to be sure everything opens and is included. Afterwards it goes to the subcommittee. Ideally the subcommittee should be able to review the proposal and evaluate the rigor of the course for a Gen Ed designation, not seek more information. Comments from committees on rejections state that a course is rejected for things originators should have been told up front. The subcommittees are asking for items to be included in the syllabi that they didn't indicate to originators prior to submitting a proposal or include as instructions, such as listing out the assignments, adding more writing or oral assignments, including more information on the amount and type of assignment feedback, etc. We need to provide more direction to originators regarding the minimum standards necessary for a successful proposal.

Sometimes subcommittees had proposals sit in their queue for a long time, and it turns out they were seeking more documentation from the originator. They shouldn't have to seek more documentation. Better, more clear instructions should be provided up front. Rubrics need to be clearer as well. They can be hard for someone outside the Gen Ed committee to interpret. We are getting feedback that the committee needs to provide more clarity and communicate what is needed on a proposal or what type of documentation will be required before creating and submitting a proposal. We will be creating a website that can include instructions for faculty submitting a proposal for Gen Ed.

Lee proposed that we will send out the document with comments from subcommittee rejections that was created by Michelle and asked subcommittees to create instructions for a proposal submitter and for the committee reviewing the proposals.

Bob Mueller commented that there may be people who want clarity and everything spelled out up front for proposals, but with communications, they have tried to remain flexible and resisted putting down specific details like page counts, minute counts on presentations, etc. The more structured we get takes away some flexibility and could be self-defeating.

Lee said that is a good point. He clarified that we don't need to make extremely detailed instructions but anything we can add to help with clarity is important. What can we do to explain how to submit a correct proposal?

Charlie said that there are 7000 ways a proposal could go wrong, and so often the rejections are not cases of failure but they are cases of conversation. The general point is yes, if we can be clearer so submitters have an idea of what they need to do is helpful but if we impose a detailed cookie cutter, we will put ourselves in a bind when we go to approve designations.

Lee said yes, but there is a problem with proposals coming through presently that need to be addressed.



Harrison said that we have a hidden curriculum within Gen Ed that affects faculty making proposals. But maybe committees can reflect on the fact that we are in the weeds and know what the words mean and we review these things constantly. If area committees can look at where is the hidden curriculum, and keep in mind that 75% of proposals are being rejected, leading to frustration where faculty and deans are going to the president's office because they feel the committee is being too stringent on gate-keeping.

Beth said they don't want a cookie-cutter proposal but they do want better documentation on how the course will meet outcomes from the rubric included with the proposal.

Harrison said that on the website being created for Gen Ed, subcommittees could create a three-minute video explaining what may be helpful in order to submit a successful proposal.

Lee said the question at hand is whether subcommittees would be willing to look at their approval process to see if they could find a way to provide more instructions and clarity. He said it would help Michelle because she is having to do a lot of work even before the subcommittees see the proposals.

#### *Other Business:*

Beth pointed out that since the CI Committee has been looking at outcomes, it used to be that the oral component was just one assignment. Now with Gen Ed assessment taking place at the first half and second half of a course, they need to include at least two examples of assignments, one at the beginning and one at the end. So that is something to think about.

Matt said that if there is extra time on an agenda coming up, it might be good to take time to review USU's Gen Ed so that when we do have to change outcomes with the rewrite of R470, we are aware of the current situation and the committee can be ready to tackle that situation.

Lee said that other than John Mortensen, not many members of the current committee were a part of the process 20 years ago when USU had to create band-aids between the previous requirements and the new requirements. It is a good idea to review the concepts of Gen Ed.

John said that we have requirements above and beyond Gen Ed, and that if we add to the requirements of Gen Ed, we look at decreasing the depth especially for Engineering.

Harrison said that he has had conversations with Provost Galey regarding the fact that when the Gen Ed rewrite comes out, we will have to look at the whole program.

**Adjourned at 9:21 a.m.**